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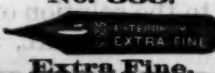
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New York, November 5, 1887.

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WE want a great many short, sugges-
tive articles on live educational sub-
jects. Each article should not contain
more than three hundred words, but these
words can be woven into most expressive
sentences. It makes no difference whether
the opinions thus expressed accord with our
views or not, we will publish them just
the same.

NO practical questions are so important just now
as: "What shall our pupils study?" "How long
shall each study be continued?" "What shall be the
method of teaching each branch of study?" Our
courses of study are now being subjected to the strong
light of searching criticism. Through the influence
of the old schools of philosophy, grammar, rhetoric
and logic became as early as Alexander the Great
acknowledged school branches. These included (1)
forms of speech, (2) the way of presenting ideas, or,
as we say now, the art of putting things, and (3) the
art of reasoning, or the right ways of arranging
ideas. These were the TRIVIAL. To this course
soon after was added, arithmetic, geometry, astro-
nomy and music, or the QUADRIVIAL. We must
conclude that these seven studies have held their
own quite well, especially since we remember that

they were almost universally recognized as without
question the best from the 4th century B. C. to the
18th century A. D. The question whether it is well
to modify this old curriculum, as adopted without
material variation in the schools of to-day, is just
now the practical problem before the board of edu-
cation in this city. Has modern science thrown
much light on what our pupils ought to study? Has
it new claims to make?

Is the WHAT in education fixed like the pyramids,
immovable, and destined to remain without mate-
rial change to the end of time? Here is a question
we must answer.

IN the teacher is found all the force there is in
teaching. A system cannot teach, it only
directs. As we progress we are coming to think less
and less of the system and more and more of the
teacher. The two elements of successful school
work, are the teacher and the child; intelligence and
freedom for the one and a knowledge of the other.
Our systems hurt both. They hamper the teacher
by arbitrary rules, telling him almost the very words
he shall use, always dictating exactly how much he
shall teach in a given time, making him a wheel in
a machine, required to turn around exactly so many
times in a given time, and always keeping up the
same motion, month after month. This is mechanical,
and mechanical methods are always bad
methods in the culture of the human soul. They
are good in making pins, and turning out shoes, but
it is impossible to apply them to child culture.
"It can't be helped," somebody says. "It can be
helped," we reply. "How?" "By making each
teacher capable and giving him liberty." "But this
would smash our highly polished graded system," it
is replied. This would not be the case; it would
only require some modification to suit its new and
enlarged circumstances, but it would require capa-
ble and trained teachers. The difficulty with our
public school system is with the teachers themselves,
not with the people. Teachers must be able to man-
age and direct in all that pertains to their own work
and then they must demand the recognition and
confidence that their abilities require. *Capacity
always commands respect.*

IF teaching is to become a profession it must be
made so by teachers. The lawyers made the
law, the doctors made medicine what it is, and
teachers have made teaching what it is. The one
obstacle in the way of making teaching a profession
is the board of education. The men composing this
body have the idea that they know more about how
to teach and especially what to teach, and who
should teach, than the teachers they employ. What
would be thought of a board of non-professional
men and women directing doctors when to visit
their patients, and what medicine to give. They
would be laughed at all around the world, but this
would be no more ridiculous than the spectacle of a
body of men sitting in solemn conclave over a
course of study, or deciding upon the fitness of can-
didates to instruct the young. This state of things
cannot just now be helped, but the time is coming
when it will be living, acting, moving, influen-
tial teachers who will more and more direct in
affairs that especially pertain to their own special
work.

THERE is nothing so vast as the nature of a
child. Compared with it the material creation
is nothing, for the child's nature has the possibilities
of infinite development. The teacher touches this
nature, it is his study—its growth, wants, adapta-
tions, and capacities. But what have we done with
the teacher's work in order to give it a recognition
as a learned profession? Almost nothing. On the
other hand we have degraded it to the low level of
a trade. We have made it a calling or at least a

vocation; for, so far among all the degrees conferred
by our colleges there is not one that fits the teacher
as a man of science in his profession. He has been
denied professional recognition. The man of bones
and pills becomes by scholastic authority an M. D.;
the newly fledged sprig of the law is made an LL. B.,
the young student of Greek roots and signs and
tangents is an A. B., and even he, of the chain and
compass is given the title of C. E., but who ever
heard of B. P. (bachelor of pedagogy) or where
among all our great masters of teaching can be
found a doctor of pedagogy, (D. P.)? It were well
if some of our D. D.'s could drop one D. and take a
P. instead, and thus become more teachers and less
theologians.

A distinguished Sunday school author excellently
says that to know implies the ability to create or
produce; in other words, no one knows what he cannot
reproduce. Many a teacher has found out his igno-
rance when he commenced teaching. "Well," he says,
"I thought I knew that but I find I do not." No
one knows music who cannot produce music. No
one knows plowing unless he can plow. This is at-
tested by so high authority as Max Müller. Right
here lies the necessity for practice in our normal
courses of training. Theory, philosophy, reasoning
are good, but the test is in the practice. The old
adage, "the proof of the pudding is in the eating,"
is not radical enough for teachers. The proof of
the pudding with them is in the making. Our Sun-
day school author tells a capital story exactly hit-
ting this point: "An old villager once said to a
young pastor who had come to that parish, 'If you
want to know about any of these folks, I can tell
you. Why, bless you! I know all these folks as
well as if I'd made 'em.'" No doubt he did, so must
the teacher know his pupils better even than their
parents, better oftener than he knows himself. This
knowing the material with which we have to deal is
just what every good mechanic does; it is just what
every good lawyer does when he expounds the law,
what every good doctor does when he gives his
medicine. "Know thyself," was written on the tem-
ple at Delphi. "Know your pupils," should be
engraved on every teacher's heart. The old idea
was, know your subject, know how to teach it; this
is essential, but not so essential as the knowledge of
the material with which he has to deal—the child
—under all systems.

A child must be led to see what is in an object
before he is able to tell anything about an
object," was the remark of an old teacher in our
office last week. Teachers, think of this! How fool-
ish it is to put an object before a class and say,
"Describe it." It is the teacher's work to bring the
truth connected with an object into such a relation
to the child's mind that he can discover it for him-
self and express what he has found out. Object
teaching is thought teaching. A good deal of what
has been palmed off as "object teaching" has been
no teaching, because there was no aim or end to it,
but real object teaching is royal teaching. "What
is there in that piece of coal?" is the question the
chemists have answered so successfully that to-day,
there are more than fifty substances in use, derived
from coal. The possibilities from the study of things
are unlimited. Object lessons have given to the
world the railroad, the telegraph, the telephone, the
electric light, and ten thousand other useful applica-
tions of the properties of things. It is no time to
busy ourselves about abstractions. The material
world is before us to be conquered. Iron must be
cheaper; there must be cheaper light and a cheaper
mode of getting heat. Our foods must be cheaper
and the work of the world lessened without lessen-
ing wages. The study of things will accomplish all
this, and more.

THE RIP VAN WINKLES.

It is said that people from sleepy districts watch the shores of the Hudson river, as they are borne along on the steamboats, fully expecting to see Rip Van Winkle with his long gray hair, and his dog Snyder. This may not be so, but the captains of the boats affirm it, with twinkling eyes. But Rip Van Winkle exists in the school-room yet. We met him not long since; he was principal of a good sized school. He read no educational paper, not he; he attended no conventions, not he. He believed in the good old way and none of the new nonsense and gabble about improvements. "It is all a plain business, the boys learn lessons and I hear them."

Now this man is a type of a large class of teachers, regular Rip Van Winkles all of them. While this man was talking, the chief of the Brotherhood of Locomotive Engineers was talking in Chicago. He declared an important factor in the improvement of the engineers, making them intelligent and more fit for their work and (mark you) able to get more enjoyment out of their work, was a certain journal published by the Brotherhood. This is taken by some 22,000 engineers; just think of that, ye Rip Van Winkle educators—no, memory crammers, grinders of young minds, schoolmasters, Ichabod Cranes! As there are 25,000 in the Brotherhood it appears that 88 per cent of the engineers read an engineering journal? Now what per cent. read an educational journal? Probably 20 per cent. Suppose it to be 22 per cent., for that would make the educators one-fourth as anxious to hear about education, as the engineers about locomotives, etc.

Yes, there are Rip Van Winkles, plenty of them. But these men are all anxious to get good places and good pay; they give no thanks to those who have roused up public attention and thus quadrupled the pay of teachers. If the progress of education had rested on these men there would have been no progress. Let us tell again a little fact: When Francis Dwight saw the wretched condition of the schools of this state forty-five years ago, the wages paid to women being 75 cents and \$1.00 per week, the latter the maximum, what did he do? He began at his own cost to publish the *District School Journal*. Did the teachers take it? No. There were men then just like Rip Van Winkle above alluded to, only more of them. Mr. Dwight asked them to come to educational meetings; a good many did not come but the parents came. By ceaseless efforts Mr. Dwight arrested public attention, nor did he stop until a normal school was organized. His over-labors hastened his death, but he did a great work. What are the wages paid now to country female teachers? Certainly five-fold what they were when Mr. Dwight began; probably seven-fold would be nearer the mark. So much for the benefit arising from that little paper.

We always shall have these men and women who will not "sow seeds by all waters," and who only see the outside of things. They are pretty smart fellows, usually; they are smart to hide their opinions enough to get into places where there are good salaries. There was one who was down on normal schools, until it suddenly occurred to him that he might work his way to the head of one—which he did. He is in favor of normal schools now. These people are of little use to anybody but themselves. People have wondered what mosquitoes were made for, and probably the conundrum will not be solved. It is difficult to see what good these Rip Van Winkles are doing except to themselves; they draw salaries and wish them greater and then they keep places that belong to real educators.

However, it may be explained, those who are thinking upon education do take an educational journal. The subject is so great that even with all the help that can be got from journals and books only a partial solution has been reached to educational problems. A man who does not avail himself of the means provided in the educational journals to get more light on education is mentally diseased, or mentally stupid, or mentally indifferent, or puffed up with pride and self-importance. If he cannot get anything from them to help him get clearer views, then he should sit down and write what he thinks will give these clearer and better views. To have no lot or part with the educational thought of the day is, for one who claims to be a teacher, almost a crime.

A NEW cause for a fierce quarrel has arisen in the law abolishing the Polish language in the schools in the Polish-speaking provinces of Posen, West Prussia, and Silesia. The Catholic press declares that the clergy will not obey the law, and that they cannot share in a campaign against the national language in which the people learn their religious and moral duties.

A THANKSGIVING PROCLAMATION.

BY THE PRESIDENT OF THE UNITED STATES.

The goodness and the mercy of God, which have followed the American people during all the days of the past year, claim their grateful recognition and humble acknowledgment. By His omnipotent power, He has protected us from war and pestilence, and from every National calamity; by His gracious favor the earth has yielded a generous return to the labor of the husbandman, and every path of honest toil has led to comfort and contentment; by His loving kindness the hearts of our people have been replenished with fraternal sentiment and patriotic endeavor, and by His unerring guidance, we have been directed in the way of National prosperity.

To the end that we may, with one accord, testify our gratitude for all these blessings, I, Grover Cleveland, President of the United States, do hereby designate and set apart Thursday, the twenty-fourth day of November next, as a day of thanksgiving and prayer, to be observed by all the people of the land.

On that day let all secular work and employment be suspended, and let our people assemble in their accustomed places of worship, and with prayer and songs of praise, give thanks to our Heavenly Father for all that He has done for us, while we humbly implore the forgiveness of our sins, and a continuance of His mercy.

Let families and kindred be re-united on that day, and let their hearts, filled with kindly cheer and affectionate reminiscence, be turned in thankfulness to the source of all their pleasures, and the Giver of all that makes the day glad and joyous.

And in the midst of our worship and our happiness, let us remember the poor, the needy, and the unfortunate, and by our gifts of charity and ready benevolence, let us increase the number of those who, with grateful hearts, shall join in our thanksgiving.

In witness whereof, I have set my hand and caused the seal of the United States to be hereunto affixed.

Done at the City of Washington, this twenty-fifth day of October, in the year of our Lord, one thousand eight hundred and eighty-seven, and of the Independence of the United States, the one hundred and twelfth.

THE WORK OF THE INDIAN SCHOOLS.

From the annual report of John B. Riley, Superintendent of Indian Schools, it appears that the aggregate expenditure by the Government for the education of Indian children during the year was \$1,095,379. The whole number of Indian children between the ages of six and sixteen years is 39,831; of this number, 14,932, or about 37½ per cent. attended school some portion of the year.

Mr. Riley favors the policy of teaching only English in the Government schools. The report says that too much stress cannot be laid upon the importance of preparing native teachers, and to this end suggests that a normal school department be established at some of the larger schools.

The superintendent makes the following recommendations: That an industrial boarding school be established near the Missouri River, adjacent to the Sioux Reservation; that schools be provided for the tribes in Nevada; that Congress be requested to provide for the education of 100 Indian children to be selected from the tribes living in the state of New York, and that a commission be appointed and empowered to make a thorough examination of the whole subject of Indian education.

JUST as we go to press we hear from a Boston correspondent that Dr. Balliet, superintendent of Reading, Pa., city schools, and well known to our readers, has accepted the superintendency of the Springfield, Mass., schools, filling the place so long held by Supt. Stone. Our estimate of Dr. Balliet has been too often stated in these pages to require repetition. Springfield has shown excellent sense in calling so capable a man to direct her educational affairs.

GOVERNOR Beaver, of Pennsylvania, has appointed Professor S. A. March, LL.D., of Lafayette College, Thomas Clase, LL.D., ex-President of Haverford College, Montgomery county, Rev. H. L. Wayland, Hon. James W. Walk, Arthur Biddle and Samuel A. Boyle, all of Philadelphia, a commission to inquire into the propriety of correcting the orthography of public documents hereafter to be published, and to report thereon at the next session of the Legislature.

MR. FREDERICK R. COUDERT, of this city, is a gallant defender of the teaching profession, and is also a gentleman of great culture, and unusual eloquence, but like all other great men, he sometimes makes mistakes, as he certainly did recently in his address, immediately after Superintendent Draper's oration. In his speech he belittled the country and exalted the city, and begged that New York "should not be asked to assimilate itself to the remote hamlets of Cattaraugus and Chenango counties." He also prayed "to be let alone." Now all of this sounds very well in an off-hand speech, but, when subjected to critical analysis, is not quite so logical as it seems. Of all things that New York does not want, "to be let alone" is not among them. The dependence of this great city upon this mighty country is most intimate. More than 96 per cent. of all the successful business men in this city, were born and reared in the country. Mr. Coudert belongs to the 4 per cent. Cattaraugus and Chenango counties have trained some of the greatest men our country has ever produced. Let us give them credit for their sturdy virtues, their honest endeavors, their good schools, and their noble men and women. We admit that the New York City school system is *sui generis*, and no Chittanooga man or woman should be permitted to touch its sacred chronicles with impunity; but let us give the country cousin his due. For he may, one of these days, come to be a city millionaire, and, perhaps, a member of the board of education. Does Mr. Coudert know where Jay Gould was born? Does he remember the early home of Ulysses S. Grant? Does he recollect in what state the little log-cabin was located, in which Abraham Lincoln first saw the light? Can he tell in what out-of-the-way place Andrew Jackson first lived? And has he read that Andrew Johnson's wife taught him his letters? There is a lesson here. It is easily learned, and while we of New York contend most earnestly for our rights, let us do it in the spirit of that enlarged liberality that will bring us in sympathy with earnest workers, in whatever locality they are found.

WE regret very much to hear of the indisposition of Supt. A. P. Stone, of Springfield, Mass., which necessitates his resignation of the office which he has filled so acceptably for fifteen years. Supt. Stone has justly been considered one of our most eminent and successful teachers. In many ways and for many years he has done efficient work, and we trust he has many years of usefulness yet before him, although temporarily laid aside on account of a trouble with his eyes. Mr. Stone has been foremost in many educational movements looking toward the improvement of our school system; he was never an obstructionist, but always wisely progressive. His many friends will regret to hear of his illness, and will join with us in wishing him a speedy return to health and work.

MISS HELEN R. BURNS has resigned her position in the Industrial Education Association of this city.

THERE is a dog in Boston so lost to all sense of what is due to his better self, that he has fallen into the habit of chewing gum, but how about the children?

EVERY progressive teacher will be called a crank. Let him denounce mechanical teaching of spelling, puzzles in arithmetic, senseless grammar nonsense, and unnatural reading, and the whispered word goes round, "Don't you think he's a little cranky?" The educational world has occasion to return hearty thanks for the existence of this maligned class. *Thank God for cranks.*

THE principals of the normal schools in this state held their regular semi-annual meeting week before last in this city. The work which they did that most interests those desirous of attending the normal schools was to consider what could be done to secure a sufficient examination of pupils near their homes, so that they may know before leaving home whether they will be received or not. It was voted that a third grade certificate, granted on the uniform examination questions, issued by the department of public instruction, would be accepted in lieu of an entrance examination, and an effort will be made to make it possible to accept pupils on this evidence of fitness.

This will make it quite easy for teachers to get into our state normal schools, but we assure them it will be by no means so easy for them to get a diploma when they leave.

THE price of the portfolio scrap book described in last week's JOURNAL is \$3.00.

PERSONALS.

PROF. RICHARD T. ELY, of the Johns Hopkins University, said in a recent magazine article, that the way to elevate men is to teach them new wants.

PROFESSOR E. S. MORSE, of Salem, Mass., is now in Norway. He will visit St. Petersburg and Moscow, and probably reach home in time to eat his Thanksgiving Day dinner there.

STEPHEN GIRARD, Johns Hopkins, and Asa Packer have altogether given gifts to education amounting to \$14,000,000.

ALMA COLLEGE, in Alma, Michigan, began on the 14th of September, a new educational career under the Presidency of Rev. George F. Hunting, D. D., recently the pastor of the Presbyterian church of Kalamazoo, aided by an excellent corps of eight professors and teachers.

By the will of Colonel Green B. Board, late president of the board of the trustees of Roanoke College, the college will receive \$10,000.

On September 3, Mr. Seth Davis, who was a teacher at Newton, Massachusetts, for sixty-four years, reached his one-hundredth birthday. Ex-Governor Rice, one of his former pupils, delivered an address of congratulation. There were several other addresses by prominent citizens, songs by school children, and three or four original poems.

ONE of the munificent bequests of the late William H. Vanderbilt was \$500,000 to the New York College of Physicians and Surgeons. That gift has now been substantiated in a handsome building with complete appointments covering the entire block opposite Roosevelt Hospital.

MRS. DR. ELLIS, an American lady, is physician to the Queen of Korea. She has apartments in the Royal palace at Seoul, and receives a yearly salary which is equal to \$18,000.

OUR American Sunday is a mighty educator, an integral part of our American civilization, which we cannot part with without parting with that which has been an uplifting, restraining, and civilizing force. A "personal liberty" party has been organized whose avowed purpose is to break down our ancient landmarks, and introduce continental customs. And what are these Parisian manners? Open saloons, concerts, horse racing, pleasure riding, theatres, and a general pleasure seeking, and carousing time; these are common in the most dissolute city of modern times. We don't want these things anytime, especially on Sunday. Let us have what Robert Collyer calls a "good clean Sunday." Let us preserve our liberty by keeping our purity and integrity.

A TEACHER told her scholars that it was wrong to chew tobacco. A small boy replied that he had seen a fellow chew because his teeth ached, and asserted that it was not wrong to chew tobacco if his teeth ached. The teacher was at first puzzled to know how to answer this stunning argument. At last she said to the boy; "Horace, if a girl should have the toothache, and want to chew tobacco, what then?" Horace scratched his head, and then said resolutely, "She ought to have the tooth pulled."

ALTHOUGH the law requiring a uniform examination of teachers in New York, failed to become a law last winter, yet more than half of all the commissioners in this state, use only such questions as are furnished by the state department of public instruction. Commissioner E. C. Delano, of the first district of Wayne Co., prints on the back of each certificate the following notice:

STATE OF NEW YORK,
UNIFORM EXAMINATIONS.

The person named in this license has passed the uniform state examination for teachers' certificates, the papers of applicant being filed in my office, subject to the inspection of the state department, or of any school officer interested therein.

Deficiencies in work required for licenses of a higher grade, may be made up at any subsequent examination.

E. C. DELANO, School Commissioner.

If the example of Com. Delano, should be followed by all commissioners, a long step would be taken

towards making examinations uniform and impartial. A certificate would mean something, and would readily pass current in whatever county the holder of it might happen to be.

THE Boston Times says that a rich young woman, tired of the do-nothing life of a luxurious home, one winter decided to teach school, both for the pleasure of doing something and of earning some money of her own.

She applied for the position of teacher in a district school, and her acceptance depended upon the decision of one man, who evidently thought she was too dainty for the place.

This committeeman said to her after much silent deliberation:

"I know you've got book-learning and all that; but have you got grit? Be you spunky?"

"I be," replied the applicant, with fine tact, and she got the position.

IMPROMPTU POETRY.

Mr. F. B. Mitchell, of Thomaston, Connecticut, recently introduced the novel exercise of writing poetry in his school, and many of his pupils succeed in making some pretty good rhymes, but how many of them will become poets, only future years can determine. The following impromptu exercise will give an idea of how readily some of his pupils express their thoughts while under the inspiration of the muses. It was written within five minutes after the exercise commenced.

BASE-BALL.

I have joined the ranks of the base-ball cranks,
I am one of the mighty crew,
Who toss the ball and rejoice with all,
If they happen to catch it, too.

I can miff a fly knocker up to the sky,
But at fielding I'm sublime,
And when at the bat in "one old cat,"
I strike out every time.

I have joined the ranks of the base-ball cranks,
And some day, I suppose,
I shall spit my thumb or a ball will come,
And thump me upon the nose.

One thing I mind: When the scholars find,
I am playing the National game,
Some facile pen will be busy then,
But I'll play on just the same.

JOSEPH COOK'S OBJECT LESSON.

BY ELIZABETH PORTER GOULD.

Perhaps a more striking object lesson was never given in public than that presented by the Rev. Joseph Cook to an audience completely filling Tremont Temple, at a meeting of the fourteenth annual convention of the Woman's Christian Temperance Union, recently held in Boston.

It is possible that the presiding officer's felicitous introduction of Mr. Cook as the "brother-in-law of the union" was a chief inspiration to bring to the front the magnificent chivalry and tender sympathy in behalf of woman which the famous preacher there manifested.

Having been thus introduced, Mr. Cook first made some characteristic remarks on temperance and the events of to-day, in which he declared current history to be the fifth, sixth, and seventh gospels. After paying a grand tribute to the heroic, far-seeing labors of the two women before him, Purdita Ramabai, representing the women of India, and Miss Frances E. Willard, representing the women of America, he impressively added that the sight on the same platform of a "daughter of the Ganges" working hand in hand with a "daughter of the Mississippi," for the uplifting of women the world over, was what many a grand and loyal soul had longed to see, but had died without the sight. As he finished speaking, he paused a moment, then requested that the two women step forward one to each side of the desk and clasp hands over the Bible. This was done; after which stepping a little behind, between the two, he slowly lifted the Bible and said with great reverence: "Rise, woman, by the heights of Christianity to universal civilization."

The effect was thrilling and profound. It was a scene to linger in the memory: a high caste Hindu woman draped in the widow's white robes, representing the possibilities of her heathen sisters, and a free-born, grand-souled American woman dressed in black silk and appropriate flowers receiving the strong and tender benediction of a manly Christian chivalry.

It was a scene, an object-lesson, to inspire the heart and revive the courage of every worker in the great

field of action, whether in the social, educational, or religious realm; for it revealed the results of hidden, faithful labor and grand self-sacrifice known only to the eye of God. If I have succeeded in giving it to the readers of THE SCHOOL JOURNAL, especially to the teachers, so that they can draw for themselves some of its inspiring suggestions my bold attempt to portray such a scene will be justified.

WHAT IS THE REASON?

During the past summer I was in a pretty town in New York State where the inhabitants seemed to be unusually intelligent. At a gathering at the house of a very intelligent lady, the subject of education came up, and it seemed, at once, to interest everybody.

"For my part," said one, "I do not think we are having a success with our school." "That seems to be a general conclusion," said another. "What is the reason?" said a lawyer, who was on the school-board; "we hear complaints yet no one tells us the exact trouble. How can we improve unless we know the cause?"

Here followed a very animated discussion in which all took a part.

After a while another subject was introduced, but I remembered the discussion, and determined to investigate. I found the salaries paid were fair ones, the building was convenient, the furniture modern. The leading physician was a very intelligent man and a member of the school board, and from him I got some light:

"Well, the trouble is hydra-headed, that is, there are many troubles. The great trouble is that the teachers are not up to the times. It is about the same in our pulpits; the teaching does not fit for a world that is reading daily newspapers. So our teaching is what it was when we had a weekly mail. The boys go out from a musty school-room and find themselves in a busy, bustling world.

"In my judgement we need men and women who are posted on the present condition of things. All of the present corps of teachers are too old-fogy—no, not that exactly, too uninfluenced by the busy world. I will except one teacher, the daughter of the editor of our local paper; she writes a good deal for her father and is intelligent, goes into society, reads books and educational journals, can write an essay on education when called on.

"You see, the principal of the school is a good level-headed man, graduated from college, knows Latin and Greek (and, if he could, would teach them to every pupil), and has the confidence of everybody. The people make no complaint against him and yet he does not know how to teach school in my judgment. He has not a single work on education in his small library; he has nothing to say about education. He hears his classes, puts on his hat, goes home, and works in his garden and waits until the next day comes, then he is the same man, but mark you, the school is not the same." "Have you talked to Mr. S.?" "Yes, but I never knew a school-master but knew too much to learn any more. I like S.; he is a good fellow, but he cannot start those young people into growth for all that."

"Why you talk like some of those men that want to get manual training and the kindergarten into our schools. You have studied education considerably, have you not?"

"I was in Germany for two years after graduating and got hold of some of their ideas. I think we can do better than the Germans, but they do have ideas and no mistake. I don't want to hurt S. and so I let the matter slide. The children write from copy books, drawn from lithographed copies, and, what is worse than all, they learn natural science from a text-book. Why, a boy about sixteen years old got into my carriage the other day and as we went along tried to learn a lesson about a pump. He kept saying over, 'A pump is an apparatus for drawing up water.' On inquiry I found there was absolutely no apparatus used! The teacher sat in his chair and asked questions out of a book! Why it is horrible!"

"Do the teachers hold meetings?"

"No. I wanted S. to meet the teachers every fortnight, but he said there was nothing to talk over. You see, of the twelve or thirteen teachers, not one has made any professional preparation. They have learned what they know by 'keeping school.' I would be discouraged, but we are no worse than other towns; and then the children learn a great deal out of the papers."

This statement would probably be true of many other towns. In another bright town, a short stay was made;

a go-ahead druggist was asked: "What about your schools?" "Our schools (after a pause); well, there is not much to be said, only 'so, so.'"

"What does 'so, so' mean?"

"Well, they are behind the times, I judge. People don't seem to be pleased with them."

"Why don't they make a change?"

"Can't; they don't know of anyone who would do better. There are not many smart teachers."

I pondered over this subject a good deal. Is it fact that the teachers are not "smart"?

THE SCHOOL-ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them. The devices here explained are not always original with the contributors, nor is it necessary they should be.

TRANSCRIPT OF LESSON IN NATURAL HISTORY.

BY ELLA L. BOLDREY.

THE BAT.

OCCASION.—Two boys caught a bat. Before they reached the school-grounds with it, they had swung it by the wing, and otherwise tortured it until it had died.

OBJECT.—To teach kindness to animals, and cultivate a respect for life in any form. Incidentally to give exercise in language and observation.

MATERIAL.—The dead bat and such pictures as could be obtained from the cyclopedia and a natural history.

WHAT THE PUPILS WERE ABLE TO TELL.

Parts of the Bat.

- Wings*, long, thin, fastened to hind legs, and also to tail.
- Head*, short and thick.
- Ears* (of this specimen), short.
- Teeth*, two rows, sharp.
- A hook*, fastened to the wings, very sharp.
- Toes and claws* of hind feet like those of other little animals.

Habits.

- How they pass the day—quietly, hanging head downward in dark places.
- How they pass the night—flying about, etc.
- Time of year in which they fly.
- How they pass the winter.
- What they live on.

ANECDOTES were then called for, or any interesting fact the pupils had ever heard or read relating to bats.

One pupil told of finding a bat in the bushes down the lane—not a very striking incident, but sufficient to show the child's interest—another, of how he found one hanging to a tree in the woods and shook it down. Several little urchins stoutly affirmed that bats would build nests in people's hair, etc. Perhaps the best incident of all was given by a little girl in reply to whether bats had nests. She said they had no nests, for her aunt found an old mother bat hanging to a tree with two little ones clinging to its body, and if they had had a nest they would have been in it. So the talk continued; it was valuable, inasmuch as it roused their interest, and gave the pupils exercise in language.

WHAT THE PUPILS WERE LED TO TELL.

What do you think the most striking thing about the

bat? The wings. Look closely at the dead bat and at this large picture.



How many notice the arms or fore-legs? How many see the elbow? The fore-arm? How many can find four bones that look like the four fingers? One that corresponds to the thumb? Here is a picture of the skeleton.



See what a long-fingered animal the bat is. Notice quickly the bones corresponding to those in the human frame. Then by spreading the thin membrane over these bones the wing is formed, very much as you make a kite. Can the wings be folded up? Here is a picture.



The bat is out walking, but he doesn't look very graceful for he walks on his thumbs. (It was stated to the children that all the pictures were of the long-eared species. Look through this wing. What do you see? Fine lines. There are thousands of these lines which you cannot see. They are called nerves. The nerves in our own bodies were referred to, and many examples given showing how sensitive they are. Do you think the bat's wing is very sensitive? It may be as sensitive as your eye. Can the bat see very well? Then, it may be, the wings take the place of sharp eyes, like the fingers of a blind man. There are several holes in this bat's wing. Do you think it hurt the bat any when its wing was torn? How would you feel if some one should poke holes in your eye-ball for fun? Perhaps a string was tied around its sensitive wing just as a string might be tied around your ear, and then the little animal was

swung till its life was knocked out of it. You may have a right to kill a bat or a rat if it is a nuisance, but has any one a right to torture them? Then followed a talk on the societies that have been formed for the prevention of cruelty to animals, the humane ways of killing animals, and how, the wiser we grow as a nation and as men and women, the more respect we have for animals and for everything that lives.

Two days after this exercise, the language classes were called upon for a reproduction of the facts. The results were very satisfactory.

FOR THE HISTORY CLASS.

A pleasant as well as important aid to the history lesson may be found in the various poems into which an historical fact has been woven. I may mention two of these poems—Campbell's "Hohenlinden," and Tennyson's "Charge of the Light Brigade." What better ideas of the "terrible blunder," the hopelessness of the charge, the heavy loss at Balaklava have we, than are conveyed by this poem?

Byron's "Waterloo," Scott's "Marmion" and "Lady of the Lake," Shakespeare's historical plays, all owe their interest largely to the use of poetry in delineating historic events.

Why not then, as far as possible, use historical poems in the class room? In the history of our own country, short poems, such as "Warren's Address," or "The Song of Marion's Men," may serve to illustrate lessons; longer selections like "Paul Revere's Ride," "The Landing of the Pilgrims," "Sheridan's Ride," "Barbara Frietchie," "All quiet along the Potomac to-night," etc., furnish excellent recitations from the platform for Friday afternoon exercises. The poems just mentioned, by their easy transposition into prose, afford good subjects for composition day. Another useful history exercise, in combination with the composition work, is to require members of the class to read "Evangeline," "Courtship of Miles Standish," or "Gertrude of Wyoming," and to reproduce in their own words, the substance of the poem read.

When considering a topic in history, it is well to allude to any noted poem, or work in prose, founded on the incident. For instance, note "Evangeline," based on the expulsion of the French from Acadie. "The Last of the Mohicans," introducing scenes of the French and Indian War; "The Star Spangled Banner," written by F. S. Key during bombardment of Fort McHenry; "Ichabod," suggested to Whittier when Webster endorsed the Fugitive Slave Law, and "The Biglow Papers," ridiculing the Mexican war. The list, of course, may be greatly extended, and its use, will, I think, afford a pleasant variation to the often-times monotonous recitations in history.

EMILY G. BRIDGHAM.

P. S. No. 9, Brooklyn.

LESSON IN COMPOSITION.

BY MISS BELLE THOMAS, Normal Park, Ill.

A picture stood propped up on the desk before a class of second and third year pupils. They had just finished a preparatory discussion of it, and come to ask a general understanding about it, and had adopted a name for it, which appeared on the board as a heading for the coming story—"Shopping for the baby." The picture represented papa, with baby in his arms, and mamma standing beside him, before the counter of a toy-store.

Teacher: I know a splendid way to begin a story, but I wonder if any one else knows a better.

Pupil: We want names for the people first.

Teacher: Sure enough!

Pupil: We might call the father Col. Parker.

(A general giggle as the door opened and the Colonel's benign face looked in.)

Teacher: Why, there he is now!

Col.: What's the matter?

Pupil: We wanted to name our picture after you, may we?

Col.: Well, let me see. Who is it you want to name after me, the baby?

Pupil: No, sir; the man.

Col.: Well, if he's good-looking. (Closely scrutinizing the picture). His nose is rather long, but never mind; he does very well in the main. Name him for me if you like (and the Col. left the field.)

Teacher: I don't think we'd better name him for Col. Parker. Let's think of some one else.

Pupil: I know some people that look very much like

A GRADED COURSE OF STUDY.

ADOPTED BY THE IOWA NORMAL INSTITUTE COURSE.

	FIRST YEAR.	SECOND YEAR.	THIRD YEAR.	FOURTH YEAR.
MATHEMATICS.	1. Methods with Beginners. 2. Properties of Numbers. 3. Com. Fractions. 4. Decimals. 5. Compound Numbers.	Percentage in all its applications.	1. Proportion. 2. Analysis. 3. Involution and Evolution. 4. Mensuration. 5. Review.	1. Algebra.
ENGLISH.	1. Reading. 2. Orthography and Dictionary Work. 3. Language.	1. Reading. 2. Language. 3. Grammar.	1. Reading. 2. Language. 3. Grammar.	1. Reading. 2. Language. 3. English Literature.
SCIENCE.	1. Physiology and Hygiene.	1. Physiology and Hygiene.	1. Physical Geography. 2. Physiology and Hygiene.	1. Physiology and Hygiene.
DIDACTICS.	How to Organize, Classify and Teach a Country School. Primary Methods.	Primary Methods.	Advanced Methods.	
		1. U. S. History.	1. U. S. History and Civil Gov't.	1. History and Civil Gov't of Iowa. 2. Drawing.

those people in the picture, and they have a little baby, just about as big as that one, too.

Teacher: Do you know how to spell their name?

Pupil: No, ma'am.

Teacher: Well, you see we must know that. How will Mr. and Mrs. Nelson do? They live just across the way from the school-house.

Pupil: Yes; and they have a little baby!

Teacher: Well, how shall we commence? We must say something about the baby, first thing. Tell about its coming.

Pupil: Once upon a time, a little baby came to a house—

Teacher: Let's have a nicer word than house.

Pupil: A home—

Teacher: Very well; now, while I write that much, make up your minds about what kind of a home.

Pupil: A pretty home, a nice, a lovely, rich, wealthy, elegant, cozy—

Teacher: How will this kind of a home do? (Writing beau—)

Class: A beautiful home!

Teacher: Well what shall we name the baby?

Pupils: Pearl, Maude, Ethel.

Teacher: Why not Freddie or Tom?

Pupil: Why, because we made up that it was a girl-baby.

Teacher: Then I think we'd better say that, so that, if anybody reads our story, they'll know just why we named it Ethel—I think we'll call it Ethel.

Pupil: This was a girl-baby, and so they named it Ethel.

Teacher: I don't quite like that word *this*, do you children?

Pupil: No, ma'am. Let's say *it*.

Teacher: Very well. (Writing). Now, what did we decide about the rest of the family?

Pupil: We thought the baby couldn't have any brothers or sisters, or they wouldn't have had to go shopping to get her something to play with.

Teacher: Well, how can we best tell that in our story?

Pupil: Ethel had no brothers nor sisters.

Another: That doesn't tell why they went shopping.

Teacher: Well, it will do for part, and we will add something to it. (Writing.)

Pupil: But we just had the word Ethel in the other sentence.

Teacher: Well, that makes only two, and there's a period between. I think that will be all right if we don't have any more Ethels for awhile. Now, how shall we go on?

Pupil: You might write, so there were no toys in the house.

Teacher: Yes, that will fix it nicely. (Writing). Now we have just about got to where they are in the picture.

Pupil: How old is the baby?

Teacher: Well, how old do you think?

Pupil: About a year old.

Another: Oh, no! It's in long dresses.

Another: I think it's about six months old.

Another: I thought it had short dresses on.

Teacher: Birdie, you're nearest the picture; suppose you put your finger at the bottom of the baby's dress, so as to show us just how long it is.

Birdie: It comes way down to the bottom of the father's coat.

Pupil: Oh! I thought that was a shawl.

Dull boy: (Waking up.) So did I.

Another: How old is Mrs. Nelson's baby? Why not go by that?

Teacher: Mrs. Nelson's baby is four months old.

Chorus: Well, let's have it so.

Teacher: Well, Birdie, what is it you have to tell us.

Birdie: There's a toy Santa Claus in the picture. I could just see his beard when I went up close.

Teacher: (With a gleam of fresh inspiration.) That makes me think of—

Chorus: Christmas.

Teacher: Let's play that it was the boys'—

Pupils:—First Christmas!

Teacher: And that mamma said to papa—

Pupil: To go and buy a doll for the baby.

Teacher: Now, let's put that all together and make it as nice as we can.

Pupil: But Mrs. Nelson's baby will be more than four months old when Christmas comes.

Another: Oh well, we needn't say just how old she was.

Teacher: Well, give me the sentence.

Pupil: It was baby's first Christmas, so mamma said to papa, "Baby must have a doll."

Teacher: (Writing.) You'll have to help me fix this sentence up, for I don't believe I shall remember everything that ought to go into it, unless you think for me.

Pupil: You forgot the period.

Teacher: O, yes! That was because I was trying so hard to think of what ought to go in here. (Pointing) You know, somebody said that.

Pupil: Two little (stopping short and describing the quotation mark in the air, with her forefinger.)

Teacher: Well, you don't know the name of them, but who can make them? Austria.

Austria made them, suiting their size very nicely to the proportions of the letters.

Teacher: That is as far as we can go with our story to-day. We will read what we have written, before we copy it.

After the reading, slips for copying were distributed with the double injunction, "not to hurry, but to get it all down, as it was to be erased from the board."

ORIGIN OF COAL.

Given by Miss May Palmer, critic teacher in the training department of Normal College, New York City, as a specimen lesson before the pupil-teachers.

GENERAL PURPOSE.—To lead the children to recognize the existence of a great plan, and to feel an interest in its execution.

SPECIAL PURPOSE.—To teach what coal is, was, and may be.

COAL.

What it is.

What it was.

What is its use?

We all know the story of the Sleeping Beauty. How the maiden under the spell of the angry fairy, pricked herself with the spindle and slept one hundred years. How the horses in the stalls, the doves on the roof, the dogs in the courtyard, and the king and queen with all their courtier in the hall, remained spell-bound, while a thick hedge grew up around the castle, and all within was as still as death. But at the end of the hundred years, the brave prince came, and the thorny hedge suddenly opened before him, bearing beautiful flowers. The prince on entering the castle went straight to the room where the princess lay, and with one touch awakened her, and those around her to life. Much as we all love to read and think about this story, no one can truly say that she believes it. To-day we are to hear a story, very like the tale of Sleeping Beauty, except in this one particular, which I am sure will make it dearer to every one of you; our new story will be true from its beginning to its end.

THE COAL CASTLE.

We will begin this new version of the familiar tale, at a time when the castle is under the spell of the revengeful witch, and all its fairy inmates are still and lifeless, shut in by a stony wall. At first sight, this castle will look uninteresting enough; but do not be disappointed, for, if we think for a moment, we will know that what I have said is quite true about this household friend. (A piece of coal is here shown.) Perhaps you have all watched, while this dull castle changed its dark, sombre hue for one of the brightest and most cheering colors that we have, and surely you have all seen and felt something that seemed to come from its inmost chambers. When have you seen this change come over the coal-castle, Grace? And what have you seen and felt coming from within it, Sadie? (Light and heat.) Now let us think for a moment; can anyone tell where the heat comes from, and why the coals give out a glowing light? We have here black pieces of coal, quite cold to the touch; then comes the fairy prince, a lighted match, who touches the stony walls of the dark castle, and suddenly it glows with the strange life imprisoned in it, and we feel the little sprites dancing up to our hands and faces, and warming them with their soft touches. But they tell us nothing about how they came to be in the coal, or how long they have been locked in their dark cells. Let us leave them for a moment, and try to read their history in some strange volumes that we find round us.

THE SUN'S WORK.

From what does our earth receive its heat and light? "From the sun." Does all the heat and light that we have come from the sun? "No; we get heat and light from fires and gas, as well."

Of what besides coal do we sometimes make fires? "Of wood." From what do we get our wood? "From trees." What is it that makes trees grow? "Rain and

sunshine." Did you ever try to have a plant grow in the dark? If you have, you well know how necessary to the life of the plant are the heat and light from the sun. All their lives trees are catching the sunbeams that fall upon their leaves, and imprisoning them in their trunks, where we can neither see nor feel them, until some fairy wand like a spark or match, sets them free. When we see the light, and feel the heat from a wood fire, can we truly say we are getting nothing from the sun? Why not? But is this true of coal also? We have heard a little of the history of wood, which is one of coal's relatives; let us now go into the country of the coal, and see what we can find there. From what places do we get our coal? "From mines." What are miners? Do you think the rays of the sun help the miners very much in their work under the ground? Why not? Then how is it we find coal with so much heat and light stored in it far below the reach of the sunbeams?

WONDERS OF A COAL MINE.

But before we entirely make up our minds that we have discovered some heat and light that do not come from the sun, let us look about a coal-mine for a moment. We will imagine ourselves in one of the galleries of a Pennsylvania coal-mine. Let us turn the light from our lantern upon the roof of this gallery. We find it consists of a grayish brown clay. We shall not go far before we see something that will look very familiar to us. On the clay wall we will find impressions of leaves that are just like this fern-leaf. Further on we may see less familiar markings, sometimes of leaves, sometimes of branches, and sometimes of the trunks of giant trees.

What do these traces in this underground gallery make you think of? Scientists have examined and read so carefully such records as have been found in the coal itself that they know exactly what kinds of plants have been buried here to form our coal; they know them; they are able to recognize their children that now grow on the earth. You will be surprised when I tell you that the great trees of the coal forests, of which we sometimes find trunks in the coal mines, from ten to fifty feet long, are now represented by tiny plants sometimes not more than an inch high.

COAL-FORMING PLANTS.

Here are two. You all know the delicate club moss; these queer scouring reeds with their curious joints have left unmistakable records of their past lives. Here we have the descendants of two of the principal trees that worked to form our fuel. There is a third kind that I cannot show because we know of nothing like it now upon the earth. But knowing as we do of these two kinds of trees and the ferns, I think we can make a picture of the coal forests to our mind's eye. What kind of flowers do ferns bear? "They do not bear any flowers." This was true of all the coal-forming plants. Think what a wilderness of green these tangled forests must have been? Even the birds and reptiles are believed to have been of that color. Let us picture the parts of our United States where now we find the great coal mines covered with these dense green forests, with nothing but the croak or splash of some water animal to interrupt the eternal silence. Who will tell me what part of our country is covered with coal forests? (Use map.) All these plants did their work, rejoiced in the sunbeams and stored them away, died and were followed by the next generation which grew right over their dead bodies. The swamps in which these plants lived and died, were so damp that the air could not destroy them; and streams of running water flowing through them to the sea carried away all the sand and earth that might have mixed with them. So we find deep layers of these dead plants. But how did they become changed to this hard coal, and how were they buried so far under the surface of the earth? Perhaps it took thousands of years to bring about these changes. The land on which these forests grew, may have sunk below the sea, so that the water of the ocean washed over them and covered them, bringing back great quantities of sand and soil from the sea-bottom. The very sand that the little streams carried down to the sea, may have been washed back again by the powerful waves.

FORMATION AND USES OF COAL.

Thus, probably, the ruins of the old coal forests were buried under a weight of earth, so heavy, that they were crushed into the smallest possible space. If we could

* Here a picture of a fern-leaf may be introduced. Consult "Fairy-land of science," by Arabella Buckley. There are several pictures of coal forests in it.

press this piece of peat, which is made of the remains of plants that have lived and died in some desolate marsh, as heavily as the roofs of the coal mines have pressed what is under them, we might cause the peat to become as hard as coal. Now, who can answer the question we asked at the beginning—how is it that these wonderful fairies, heat and light, are imprisoned in such quantities in the coal? (Children talk and ask questions.) Is it not more wonderful than any fairy tale you ever read? Just think as you sit before a glowing fire, what you are really doing—enjoying the sunlight that was stored away thousands and thousands of years ago, by the plants that just grew and grew, never dreaming of the good their simple lives would do, ages after they had ceased to be! Do we realize all that they are doing for us to-day? The heat in our houses is but a small part of the benefit that we receive from those ancient workers. Not long ago when the coal supply was cut off by the strike, do you remember how many large factories had to be closed because the machinery could not be run without coal? Think too of our ocean steamers and railroads, how much they depend upon coal.

THE RELATION OF GAS TO COAL.

Still there is another and quite different department over which coal is sovereign. Here is a little experiment which will show you to what I refer. In this glass tube is some powdered cannel coal. The opening to the tube is very carefully closed by a cork, through which a clay pipe-stem has been forced; were it not for the opening in the pipe-stem, the tube would be airtight. Watch carefully what happens as we hold this tube in the flame of a lamp for several minutes. See how smoky it begins to look; now the smoke comes out through the hole in the pipe-stem, and it is time to see what is like. Can you recognize the odor? Put a lighted splint near it, and see what happens. You all can tell me now what it is that we have set free from the black dust. Yes, it is no other than the gas that we depend upon so much for our light by night. You see this tube is a little gas factory, only our gas house has not adopted the most approved methods of purifying the gas; that is why the flame is not more steady. Moisture passes off with the gas, and so the flame is frequently extinguished. (Children showed intense interest in this simple experiment, and information was given about gasometers, etc., and the children who had not seen them were told where to go to see them, etc. The three headings stated under "matter," were now obtained and written upon the blackboard. The pupils asked many questions.)

GOOD TOPICS.

FRIDAY AFTERNOONS.

Gymnastics; Waking up mind; School cabinets and collections; School scrap books; Signs of cramming; Teaching politeness; How to use golden thoughts; Normal schools; their value and work; Power of analysis in teacher and pupil; Humanity culturing; Subjects for composition; Character building; Signs of growth; County normal schools; Singing in the school-room; Teaching music; Teaching drawing; Neatness in the school-room; Ornamenting the school-room.

FACULTY-CULTURE BY DRAWING.

BY FRANK ABORN, Cleveland, O.

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NOTE.—It was found necessary to change the order of the exercises to get the cuts in this space.

Fig. 4. XXXIII.



EXERCISE XXXIV.

GAME.—Position.

Pose a child with side towards the school and arm hanging naturally at the side.

Dismiss the pose.

Allow a moment for a sketch.

See who have beaten—who have represented the arm as seen within the outline of the figure.

EXERCISE XXXII.

GAME.—Number.

Pose a child standing with his side towards the school. (Fig. 3.—XXXII.)



Fig. 3. XXXII

Dismiss the pose.

Allow a moment for a sketch. (Same as Fig. 3.)

See who have beaten—who have described the pose as so standing that but one eye can be seen. (Fig. 4.—XXXII.)



EXERCISE XXXIII.

GAME.—Number.

Pose a child standing with her side towards the school. (Fig. 3.—XXXII.)

Dismiss the pose.

Allow a moment for a sketch.

See who have beaten—who have represented the pose as having but one arm that can be seen. (Fig. 4.—XXXIII.)

EXERCISE XXXV.

One of the most potent forces in faculty-culture, is the habit of frequent trying to give expression, however crudely, to one's own ideals. For this reason it is as important that the children have opportunity to try to draw whatever their fancy may suggest, and that without any interference from any quarter, as it is that they should have opportunity to try to describe any specific form that may be assigned.

To this end in this exercise, allow the class to draw anything they wish. And as the children draw, let the teacher pass among them and observe what they are doing. It will be discovered that they are not trying to draw any of the forms that they have had for study in the preceding exercises, but that on every slate is an attempt to describe some ideal landscape or interior; and further silent investigation will reveal the fact, that every picture aims to illustrate some event either real or imaginary. This is exactly as it should be, and to encourage and foster it, let the teacher now and again take up a slate and read a story from nature. After a little, call upon some child who is pretty ready at talking, to read his story to the class, care being taken not to correct the language, nor amend the story, as by so doing, the freedom of thought and fancy which is the aim sought by the exercise, will be entirely frustrated.

EXERCISE XXXVI.

GAME.—Position.

Pose a boy with his feet together and standing on the table facing the school. (Fig. 1.—XXXVI.)



Fig. 1. XXXVI

HISTORY TEACHING.

NEGATIVE.—POSITIVE.

THE OBJECT OF HISTORY IS NOT TO MEMORIZE DATES AND NAMES, OR TO ANSWER A SET OF QUESTIONS.

The poorest text-book is a list of genealogical tables and columns of figures. The fact that John Smith died on a certain day is a dry bone of history. The object of this study is not to store the minds of students with knowledge against the time of future need. The instructor who hears the answers recited, and asks stock questions is not a teacher of history. His work is of another kind.

TO PRESENT TO THE MIND VIVID PICTURES OF GREAT EVENTS IS THE PRIMARY OBJECT OF HISTORY STUDY.

It is not absolutely necessary that these pictures should be connected; they may and they may not be, but it is necessary that they should be *distinct*.

The exact time when events occurred is not of great importance. It is not certain, exactly when the battle of Thermopylae was fought, but it was fought under certain circumstances, by certain persons, certain causes led to it, and certain results followed. Its relation to other events is exceedingly important; its exact date, how many were killed, and exactly how long the battle continued are minor events. It is of the utmost consequence that pictures should be clearly, and correctly photographed on the mind. This is the foundation stone upon which the whole after-building is to be erected.

STORIES MUST BE INTERESTINGLY TOLD OR WRITTEN.

Without interest there can be no impression. As well might a photographer attempt to take a picture on a plain piece of glass, as a teacher impress historical events on the minds of children without interest. Put a book in the hands of a child and say, "Learn two pages," and you are not teaching history, unless the book is so charmingly written as to fix the attention by the force of its own interest. In this case the recitation would be the delightful work of telling or writing stories.

THREE STAGES IN HISTORY STUDY NATURALLY FOLLOW EACH OTHER.

The first is the *story period*, the second, the *cause and result period*, the third the *philosophical period*. During the first period, the succession of events is of little consequence; the picture is the main thing; during the second, the picture is the central attraction, but there is a grouping around it of many minor pictures. The pictures previously seen and hung, with no care as to arrangement, are taken down and properly grouped. Dates are now learned, but only as to their general relations. As for example, "This event occurred some days previous to the battle we are considering."

Let us take, for example, the Battle of Marathon. First, what about the battle? The picture—plains. Persian army very large—Grecian, but ten thousand—battle commenced late in the day, why?—Miltiades—arrangement of the Persian troops—how Miltiades ar

ranged his troops, how he charged—how long the battle lasted—what did the Persians do—effect.

When this picture is vivid and the map has been thoroughly studied, and pupils are mentally advanced sufficiently, the teacher can take up the cause and effect method. The events would arrange themselves somewhat in the following manner:

Cyrus the Great. Persian Empire.		Union of the Hellenic States.
Darius. The First Expedition.	BATTLE OF MARATHON.	Miltiades. Themistocles. Aristides.
Xerxes. The Second Expedition.		The Battle of Thermopylae. Leonidas.
Revolt of Ionian cities.		Battle of Salamis.
The Third Expedition.		Battle of Platea. Battle of Mycale.

ATHENIAN SUPREMACY! GRECIAN GLORY!

Let the actors in their talk to the scholars, bring their dress, mode of warfare, houses, education, government, and laws to the real comprehension of the learners, and such impressions will be made as will never be effaced. More, such an *impetus* will be given that the learners will go forward at the investigation of other equally interesting subjects.

RECEPTION DAY.

THANKSGIVING EXERCISE.

BY CLARA E. MARTIN, Dutch Flat, California.

Have the school-room decorated with autumn leaves, fruit, and flowers.

RECITATION.—From Whittier's "Autumn Festival."

And we to-day, amidst our flowers
And fruits, have come to own again
The blessing of the summer hours,
The early and the latter rain.

To see our Father's hand once more
Reverse for us the plenteous horn
Of autumn, filled and running o'er
With fruit, and flower, and golden corn!

Once more the liberal year laughs out
O'er richer stores than gems or gold;
Once more with harvest-song and shout
Is Nature's bloodless triumph told.

And let these altars, wreathed with flowers
And piled with fruit, awake again
Thanksgiving for the golden hours,
The early and the latter rain.

THE SEASONS.

Four children, having seasons indicated either by printed name or by costume recite.

Winter.—The little snow-flakes come
When the singing birds are dumb,
And fill the empty nest;
And the frost upon the pane,
Mimic ferns and bearded grain,
Are the blossoms we love best.

Spring.—The pretty wind-flowers rise
With an air of sweet surprise
When the laughing spring
Calls the crocus from its sleep,
Bids the grass begin to creep,
And the sparrows sing.

Summer.—The daisies' lint-white flocks
Push and jostle; and the locks
Of the barberry shine,
When the mosses' fringes spread
And the dodder's jeweled thread
Make the meadows fine.

Autumn.—When the autumn walks abroad,
Torches of the golden-rod
Burn the livelong day;
And the birds are flying far
When witch hazel's yellow star
Lends its little ray.

—MARY A. PRESCOTT.

RECITATION.—By a young lady, the first, fifth, and sixth stanzas of Whittier's "Peace Autumn."

Thank God for rest, where none molest,
And none can make afraid,
For Peace that sits as Plenty's guest
Beneath the homestead's shade!

Build up an altar to the Lord,
O grateful hearts of ours!
And shape it of the greenest sward
That ever drank the showers.

Lay all the bloom of gardens there,
And there the orchard fruits;
Bring golden grain from sun and air,
From earth her goodly roots.

Enter girl as "Autumn," dressed in white and decorated with autumn leaves; she comes forward and says:

"I am Autumn. My sisters Spring and Summer have gone. Men love them, but they love me too, for I bring them the fruits of their toil. All over the land grateful hearts are thanking God for my harvest season. A few of my children are here, and will speak to you."

(Takes place further back, in center.)

A little girl bearing a basket of corn comes forward and recites stanzas from Whittier's "Corn Song."

Heap high the farmer's wintry hoard!
Heap high the golden corn!
No richer gift has autumn poured
From out her lavish horn!

Let other hands, exulting, glean
The apple from the pine.
The orange from its glossy green,
The cluster from the vine;

We better love the hardy gift
Our rugged vales bestow,
To cheer us when the storm shall drift
Our harvest-fields with snow.

But let the good old crop adorn
The hills our fathers trod;
Still let us, for his golden corn,
Send up our thanks to God!

(Takes place at left.)

Enter a boy representing grapes, bearing a small basket of the fruit. He takes his place at the right, and recites the first stanza of the "Fruit Gift."

Last night just as the tints of autumn's sky
Of sunset faded from our hill and streams,
I sat, vague listening, lapped in twilight dreams,
To the leaf's rustle, and the cricket's cry.
Then, like that basket, flush with summer fruit,
Dropped by the angels at the prophet's foot,
Came, unannounced, a gift of clustered sweetness,
Full-orbed and glowing with the prisoned beams
Of summery suns, and, rounded to completeness
By kisses of the south-wind and the dew.
Thrilled with glad surprise, methought I knew
The pleasure of the homeward turning Jew,
When Eschol's clusters on his shoulders lay,
Dropping their sweetness on his desert way.

Autumn, Corn, and Grapes recite:

For summer's bloom and autumn's blight,
For bending wheat and blasted maize,
For health and sickness, Lord of light,
And Lord of darkness, hear our praise!

We trace to Thee our joys and woes,—
To Thee of causes still the cause,—
We thank Thee that Thy hand bestows;
We bless Thee that Thy love withdraws.

After recitation, the three retire.

RECITATION.—"Autumn Thoughts," Whittier. (First two stanzas.)

Gone hath the Spring, with all its flowers,
And gone the Summer's pomp and show.
And Autumn, in his leafless bowers,
Is waiting for the Winter's snow.

I said to Earth, so cold and gray,
"An emblem of myself thou art."
Not so," the Earth did seem to say,
"For Spring shall warm my frozen heart."

RECITATION.—"The Frost Spirit," Whittier. (First and last stanzas.)

He comes,—he comes,—the Frost Spirit comes! You may trace his footsteps now
On the naked woods and the blasted fields and the brown hill's withered brow.

He has smitten the leaves of the gray old trees, where their pleasant green came forth,
And the winds, which follow wherever he goes, have shaken them down to earth.

He comes,—he comes,—the Frost Spirit comes!—let us meet him as we may,
And turn with the light of the parlor fire his evil power away;
And gather closer the circle round, when the fire-light dances high,
And laugh at the shriek of the baffled fiend as his sounding wing goes by.

EXERCISE FOR LITTLE CHILDREN.

Have the letters of the word "Thanksgiving" made of pasteboard and covered with evergreen, or some fancy paper.

These letters should not be displayed till the twelve have taken places and recited. Then, suddenly all should bring letters from where they were held (down at side, in right hand) and place in front of them. Drill will be necessary to perfect this exercise.

T.—The little folks will now appear;
They too have thanks to give
Unto the God whose mercy great,
Permits them still to live.

H.—How many of us are there here
With happy hearts and light,
Now helping to give thanks and cheer
To our dear friends to-night.

A.—"A" do I bring and put in place
Helping a little; see?
God is well pleased with little thanks
From little girls like me.

N.—"N" comes the next, and here am I,
Rosy and full of glee.
I thank our God that through this year
Good health was given me.

K.—"K" is for our King and Lord,
Who made and clothed the earth;
To him we offer praise and thanks,
For all that it brings forth.

S.—Each one of us must do his part,
"S" is the letter that I bring.
Hang it up high so all can see
That I, too, thank the King.

G.—"G" comes now to do her part,
And say her little prayer;
'Tis this: "O Lord I thank thee
For all thy love and care."

I.—I am quite small, but you'll agree
Small boys to great men grow.
Even now I can thank the Lord
For grain which we plant and mow.

V.—"V" stands for vines, once graceful and green
That wave in the summer breeze;
Now they are yellow, but here is the fruit.
My prayer is, "I thank Thee for these."

L.—Another "I" now doth appear,
Tenth in the list he ranks.
Gladly he does his little part,
In the evenings "giving of thanks."

N.—Now nearly finished is the word
That tells why we are here;
I hope that all, when we are done,
Will thank our Lord so dear.

G.—God our Father, Saviour, King,
Accept our grateful praise,
For all the good that we have known
Of life and length of days.

All.—"Thanksgiving" is the motto bright, [sight.]
We now have made for you; [Letters held in
Dear friends lift up your hearts in prayer,
'Tis what all men should do.

GOOD-NIGHT,

Set to music and sung by all,

Downward sinks the setting sun,
Soft the evening shadows fall;
Light is flying,
Day is dying,
Darkness stealth over all.
Good-night!

It would be well to have the pupils learn two or three songs appropriate to the festival, and insert them at intervals in the above program.

THINGS OF TO-DAY.

Teller Jackson of the U. S. Sub-Treasury in New York fled to Canada, with money amounting to \$10,000.

An argument in the case of Jacob Sharp, for whom a stay of proceedings was granted, took place Oct. 27, in the court of appeals.

Jefferson Davis was given a warm welcome at Macon, Ga., by ex-Confederate soldiers.

The corner stone of the monument to Gen. R. E. Lee, was laid in Richmond.

Charles Dickens, Jr., appeared as a reader of selections from his father's books at Chickering Hall, New York.

Mr. Chamberlain, who has been appointed by England to act on the international fisheries commission, has declared in favor of a cordial unity between Great Britain and the United States.

The French steamer, Hindoostan, which had just arrived at Marseilles from New York, was burnt at her dock with all her cargo.

A plot was discovered to kill Prince Ferdinand.

A grand banquet was given in Paris, Oct. 28, in honor of the first anniversary of the unveiling of Bartholdi's Statue of Liberty.

Great Britain is charged with encroaching on the rights of the republic of Venezuela.

The National Universalist Church Convention was opened in New York City. There are 916 parishes in the United States and Canada, with a church membership of 36,297.

Rev. Dr. Heman Lincoln, Professor in the Newtown Theological Institution, died after a brief illness.

Gustav Robert Kirchhoff, the eminent naturalist, scientist, and discoverer of the spectroscopic method, died.

Attorney General Longley of Nova Scotia will visit Washington to urge his scheme of commercial union.

By a fire in Hankow, China, over one thousand lives were lost, and property was destroyed to the value of two million taels.

A large statue of Abraham Lincoln has been unveiled in Chicago.

A home rule meeting at Woodford, Ireland, was broken up by the police.

The candidacy of DeLancey Nicoll, the prosecutor of Sharp, for district attorney, is making the campaign in New York City particularly lively.

The fifteenth annual meeting of the Association for the Advancement of Women was held in New York, beginning Oct. 26.

Several hundred socialists attended services at Westminster Abbey recently, and conducted themselves in such a shameful manner that crowds of worshippers left the place in disgust.

An agreement has been signed whereby the Suez Canal will be kept open in time of war.

A Chinese temple and club house was recently dedicated in New York City.

The U. S. Supreme Court has decided against the Chicago anarchists.

Editor O'Brien's sentence for making speeches that were alleged to be seditious, has been confirmed, and he has been sent to prison.

FACT AND RUMOR.

Robert Treat Paine has founded a social science scholarship at Harvard having an annual income of \$500. The scholarship is to be held by a graduate who desires to study social problems.

Of the seventeen Presidents of the United States eleven were college graduates; of twenty Vice-Presidents, ten; of twenty-nine Secretaries of State, nineteen; of forty-one Associate Justices of the United States Supreme Court, thirty.

Samuel Ensworth at his death left an endowment fund of over \$150,000 to build and maintain a medical college and hospital to be called the Ensworth Medical College, and Hospital at St. John, Mo. The hospital will be opened this winter.

Philip Armour, the millionaire meat-packer of Chicago, has given \$400,000 for a mission to which a school, a kindergarten, and a dispensary will be attached.

Arizona is about to operate a dam, which in magnitude surpasses anything in the country. The reservoir will store 15,000,000 gallons of water for irrigating thousands of acres of placer and grazing lands.

A committee composed of alumni of Union College, of Schenectady, are endeavoring to raise enough money to pay the annual expenses of the College and allow the income of the present property to accumulate.

It is the intention to make the courses in modern languages, and art at Evelyn College, Princeton, the new institution for women, thorough and complete.

An Albany artist is said to have made a remarkably faithful plaster bust of the late Dr. Mark Hopkins from a cast taken a few hours after his death. A replica in marble will be made.

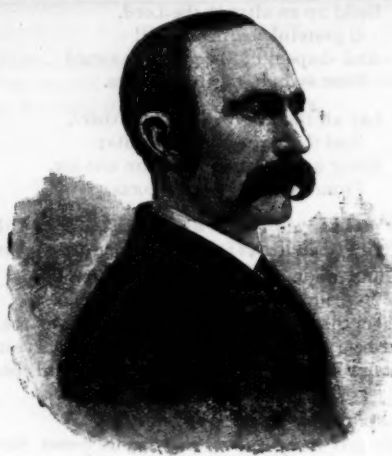
The new congressional library building in Washington, which will be completed in January, will be the largest building in that city. It will cover 111,000 feet of space.

The election of the wife of Senator Blair to be a trustee of the New Hampshire Normal School, is said to be the first instance of a woman being chosen to such a position in a state institution.

The ceremonies of laying the corner-stone of the first of the buildings of Clark University took place at Worcester, Mass. Oct. 22, in the presence of a large assemblage.

The benevolent aid extended to students at Harvard will this year be increased to \$66,000. This will allow the institution to make an allowance of from \$100 to \$200 to young men needing such assistance.

The blood is the source of health. Keep it pure by taking Hood's Sarsaparilla. Sold by druggists.



PRINCIPAL J. A. DAVIS,
STATE NORMAL SCHOOL, CLARION, PENN'A.

By N. O. WILHELM.

Mr. J. A. Davis, principal of the Normal School at Clarion, Pa., was born in June, 1847. He attended a district school three months each year until he was 16; and was a voracious reader of history and biography. He enlisted in the Union army, and served until the end of the war. He attended the academy at Rimersburg, the Edinboro State Normal School, and the National Normal University at Lebanon, O., where he was graduated. He began teaching school at \$20 a month, but finally obtained the principalship of the St. Petersburg schools, occupying the same position later at West Freedom and Rimersburg academy. He was elected superintendent of Clarion county three different terms; and received later, an appointment to a position in the state department of public instruction. While in this position he was sent to Alaska under the joint auspices of the National Bureau of Education and Board of Home Missions, to look after educational matters. When the new State Normal School at Clarion was established, he was elected principal by a unanimous vote. The school under his direction meets with wonderful success. The buildings throughout are fitted with the best modern appliances. This year an attendance of three hundred pupils is expected. Beside his school career Mr. Davis has had a nomination to Congress, but this he declined. He has served as Captain, Major, and Judge Advocate in the National Guard in Pennsylvania.

EDUCATIONAL NOTES.

TO OUR STATE CORRESPONDENTS.—The notes that we now have on hand are appearing as fast as we can get them in, but the pressure is very great. Several times lately, the educational notes have been nearly or quite crowded out by reports, etc., and this is the reason for the apparent neglect of some states. We appreciate the kindness of our various correspondents, and, if they will bear with us a little, their news items shall all appear. Attention to the following points will aid us very materially in arranging the notes:

Put each item in a paragraph by itself.
Do not abbreviate names of institutions.
Write only on one side of the paper.

CALIFORNIA.

Memorial resolutions, in honor of the late Spencer F. Baird, were recently passed by the California Academy of Sciences.

Steps are being taken for the erection of a Swedish Lutheran college at Kingsburg. A mass meeting was held there a short time ago, when \$5,700 was pledged, and sixty acres of land for the college farm was donated.

A new parochial school is to be erected in San Francisco by Rev. J. F. Nugent, pastor of St. Brendan's.

The students of St. Ignatius College in San Francisco are making extensive preparations for the grand entertainment to be given in honor of Cardinal Gibbons during his stay in that city.

Dr. Josef Oellacher, professor of histology and embryology in the University of Innsbruck, Tyrol, Austria, is visiting the United States, and stopping temporarily in San Francisco.

Captain Floyd went not long ago to Cleveland, Ohio, in behalf of the Lick trustees, to examine the telescope machinery for the observatory.

R. W. Waterman, who has lately succeeded to the gubernatorial chair, succeeds by virtue of that office the late governor Bartlett as president of the Board of Regents of the State University.

Kindergarten schools are now being somewhat more favorably received than formerly. While a few years ago they were tolerated only in the larger cities, they are now being established in many of the interior towns, and with favorable results.

The Board of State University Regents have appointed Messrs. Marry, Miller, Martin, and Delmas, a committee to draft a memorial of the late governor Bartlett, who was ex-officio president of the board.

Thermalito Colony, near Oroville, in Butte county, has been decided upon as the site of the new Methodist school, instead of Tehama county, as was intended. The former place has donated \$10,000, and made an endowment of 200 lots.

The San Francisco board of education is of the opinion that the board of supervisors has not appropriated a sufficient amount of money to maintain the schools during the year. A resolution to set aside a sufficient amount of the appropriation to pay the salaries of teachers and janitors was lost at a late meeting of the educational board.

Rev. J. K. McLean, D. D., of Oakland, has been elected to fill the place of Rev. Dr. Beckwith, as trustee of Mills College. Dr. Beckwith has left for Honolulu.

Pasadena. Supt. E. T. PIERCE.

COLORADO.

The third annual session of the Delta county teachers association was well attended. Co. Supt. McInty is a fine organizer and leader, and his teachers are loyal co-workers.

Quite a list of practical themes was discussed. The evening lectures were given by State Superintendent Cornell and this itemizer.

F. M. Condit is serving his second year as principal of the Delta school. He has three assistants.

J. H. Condit, formerly of Newell, Iowa has made a fine beginning at Ouray.

D. F. Stone is having fine success at Grand Junction. He has 200 pupils which keep him and his three assistants busy. Mr. Stone is one of our rising young men, and is already the leading school man on the other side of the range.

One of the excellent teachers at Grand Junction is Miss Bessie Farrell, of Michigan, who prepared for teaching at Ypsilanti Normal school.

There are 30 Pinte Indians in the Indian school at Grand Junction. Dr. Breen is the new superintendent, and Prof. Mooney and wife are the teachers. A farm is also managed by the school. Industrial training is in that Colorado school course. Pres. Gore of the N. E. A. is in San Francisco arranging for the meeting of '88.

The Alamosa schools are flourishing under their new manager, Mr. Elmer E. Kitchen. There are now nine grades represented. It is thought that there will soon be a demand for the entire twelve grades.

A movement is on foot to secure the offering of four prizes for the best set of examination papers, one for the best declamation, and one for the best original composition.

Pueblo. Supt. F. B. GAULT.

DAKOTA.

The Teachers' Institute of Bon Homme county was held at Tyndall early in October, and was conducted by Mr. John B. Ogden. Territorial Superintendent E. A. Dye was present part of the time, also Mr. G. A. McFarlane, secretary of the board of education. The gathering was the most successful and interesting ever held in the county, and the feeling that there is a difference between school-keeping and teaching was very evident.

Tyndall. CHAS. C. BURROWS.

IOWA.

A. A. Weaver, for many years principal at Iowa Falls, has resigned.

Ernest Nichols, who was elected superintendent of Monticello schools, resigned to accept the position of assistant of mathematics in the university.

G. E. Reed, first assistant to President Gilchrist in the normal school at Algona, has recently been married.

Iowa College exhibits its enterprise by freely circulating a handsome little book containing the proceedings of the inauguration of its new president, Rev. George A. Gates.

Wm. Hearst is principal at Newell, in place of H. A. Hull, who resigned in order to accept the superintendency of the schools of Shelton, Nebraska.

Mrs. G. A. Young, wife of the superintendent of East Waterloo schools, has gone to Oberlin College for a three years' course of study.

Cedar Falls. State Correspondent. W. N. HULL.

MAINE.

The following meetings of county teachers' associations have been, or will be held:

COUNTY.	PLACE.	DATE.
West Oxford,		October 25, 26.
Cumberland,	Deering,	October 28, 29.
York,		November 1, 2.
Androscoggin,		November 4, 5.
Kennebec,		November 11, 12.

MISSOURI.

Prof. Joseph Ficklin, of Missouri University, died at his home in Columbia last month; Prof. Ficklin was 54 years of age, and had occupied the chair of mathematics in the State University, for 22 years. Like Prof. Olney, of Michigan University, he rose by the force of mathematical genius, and untiring effort. He was the author of series of text-books, published by A. S. Barnes & Co., and had a national reputation as a teacher.

Principal E. C. White, of the Kansas City high school, has resigned.

MICHIGAN.

The last legislature made some changes in the law relative to the supervision of district schools. A strong effort was made to establish the "township district system" but without success. Under the amended law, the schools of each township are under the inspection of a committee of two, one being elected each year. The secretary is the executive officer of the board. He has general supervision of the schools of the county.

The growth of the State Normal induced the legislature to grant an appropriation of \$60,000, for additional buildings. Plans are completed, and the work has begun.

This school was established in 1851, and has graduated more than 12,000 from the several courses. J. M. B. Sill, the present principal, was one of the three who composed the first class graduated in 1854.

Supt. Wesley Sears, lately of Flint, was recently appointed superintendent of the State Public school at Coldwater. Lewis McLouth, for about fifteen years professor of physical sciences in the State Normal, and for the past two years in Michigan Agricultural College, has lately been called to the presidency of Dakota Agricultural College.

Ypsilanti. C. D. McLOUTH.

MISSISSIPPI.

Dr. R. W. Jones, president of the Industrial Institute and College for Girls, is making a success beyond the most sanguine expectations.

Gen. S. D. Lee, president of the Agricultural and Mechanical College, has been offered and has refused the presidency of Howard College recently opened at Birmingham, Ala.

Professors Fulton and Johnson, of the State University, have been canvassing this part of the state in the interest of that institution. Tuition is free to the white males and females of the world, and the equipments of the school are said to be complete.

Professor Dabney Lipscomb, of the A. & M. College, is back from Asbury Park refreshed and enthusiastic, and many a boy will doubtless share with the professor the benefits of his trip.

Mrs. Lulu Fort, of the Columbus City schools, comes back from Chautauqua not only with improved health, but also with many new ideas for her work.

Prof. Kincannon, for the past few years a teacher in the A. & M. College, goes this fall to Meridian, where he succeeds Prof. Fry, in the principalship of the city schools. He is enthusiastic, thoroughly interested in his work, and will doubtless continue the improvements in those schools so auspiciously introduced by his predecessor.

Prof. Fry goes to Jackson to take charge of the city schools, where such work as he can do has long been much needed.

Columbus, Miss.

J. M. BARROW.

NEW YORK.

The semi-annual session of the Orange County Teachers' Association occurred at Chester, N. Y., Oct. 22. In a notice sent to all teachers in the county, they were invited to be present, and to participate more generally in the work and discussions of the meeting. Mr. W. D. Smith, of Sparrowbush, read a paper on "School Environment," and an address was given by Mr. John F. Woodhull, of the New Paltz Normal school, on "Simple Apparatus in Teaching Physiology." Apparatus was shown. There was a general discussion of "Management and Discipline," opened by Mr. Reuben Fraser, of Montgomery. Mr. Herbert J. Jones, of Walden, is president of the association.

The Teachers' Institute of the third commissioner district of Jefferson county was held at Theresa, October 17-21. Professor Isaac H. Stout was the conductor, and Dr. N. T. Clark associate conductor.

The addresses were on topics of great variety and of much interest to teachers.

The Queens county Teachers' Association met at Jamaica on Oct. 20. President Seth Surdam has been nominated by the Republican party for school commissioner for the first assembly district. His nomination was heartily endorsed by the Association. It has been suggested and is under consideration to form a women's congress of teachers to do work for the advancement of women.

P. B.

The first monthly meeting of this season of The Women's Conference of the City of New York was held October 31, at 9 University Place. The subject for discussion was "Women Prisoners in New York and Elsewhere." The speakers were Mrs. J. K. Barney, supt. of the department of prison, jail, police, and almshouse work of the W. C. T. U., Mrs. Caroline V. Sanborn, of the Women's Prison Association of New York, and Dr. Anna S. Daniel.

NORTH CAROLINA.

County Superintendent James M. Cox, of Mitchell county, has published in pamphlet form an address to the teachers of that county. He gives many good hints on the following topics: school discipline, classification, methods, comfort and health, neatness and order, order and decorum, program of exercises, recitations, general interest, industry of pupils, course of study, and school helps.

NEW JERSEY.

For instruction in the forms of letter-writing, also to improve general composition and penmanship in the schools of Bergen county, its superintendent, Mr. John Terhune, has arranged for correspondence between pupils of the same grades in different schools. Lists of the pupils, by classes, are to be made, and each principal is to forward his lists to the principal of the school with which he is to co-operate. From these, pupils are given names of the correspondents assigned them. Letters are to be mailed on the last Friday of each month, are to be of a social and descriptive character, and are to be corrected by the pupils receiving them, then by the teacher, after which they are answered.

At a meeting of the principals of Union county held lately in Elizabethtown, and called by county superintendent N. W. Pease for the purpose of discussing the project of organizing a schoolmasters' club, nine principals were present. An informal but hearty expression of opinion was given in favor of such an organization, and the superintendent appointed Messrs. Town, Holmes, Story, Weed, and Clement, as a committee to draft a constitution, and to report at an early date.

The one hundred and nineteenth year of Rutgers College, and the sixth year of president Gates' administration, has begun. It will be remembered that president Gates is the youngest college president in the East.

Of the seventy candidates for admission, fifty-five were successful.

The books of P. V. Spader, valued at \$15,000, have been added to the library. The college now has the use of 60,000 selected volumes.

The elective students will in the future receive no marks, but are to be "passed cum laude," simply "passed" or "not passed." Professor Young, Princeton's famous astronomer, and Professor McNeill, have returned from their Russian trip.

OHIO.

The following was clipped from the editorial column of the Reno (Nevada) Evening Gazette, concerning Hon. Le Roy D. Brown, who recently left Ohio to accept the presidency of the State University at that place:

"Reno is a recognized educational center. Now that the university has at its head a man of national reputation and of great executive ability, this institution is certain to command much more attention in the future than it has in the past. Already its number of pupils is increasing, and its influence widening."

The Southeastern Ohio Teachers' Association will meet at Logan on the Friday and Saturday after Thanksgiving. Hon. John Eaton, ex-commissioner of education, will lecture on Friday evening.

The North Liberty Academy and Training School opened last month. Mr. J. E. Dodds is principal. Mr. J. W. Jones, the associate principal, has been nominated on the Republican ticket for auditor of Adams county.

Athens. State Correspondent.

LEWIS D. BONEBRAKE.

OREGON.

Mr. Justus Burnham, a principal of one of the Portland schools, was formerly a Wisconsin principal, and had an enviable reputation in that state. He has all the elements of a successful teacher, and his school is acknowledged to be the model one of the city.

Miss Ella C. Sabin, principal of the north school of Portland, has returned from a year's travel in Europe. Miss Sabin is one of Oregon's best teachers. She has been teaching in the Portland schools thirteen years.

Prof. T. M. Gatch, who has for several years been principal of Wasco Academy, of The Dalles, Oregon, has accepted the presidency of the Territorial University, of Washington Territory, located at Seattle. Prof. Gatch was for several years supt. of public instruction in Oregon, and it was under his administration that the public schools of the state began to grow. Wasco Academy increased under his management, until it has become one of the leading educational institutions of the state.

Superintendent Wetzell, of the public schools of Portland, accepted this position three years ago, having previously taught in Illinois for fifteen years. Under his direction the schools have made such progress, that in the last annual report, the board of directors said of them: "With simplicity and thoroughness as fundamental conditions of success, we are producing results in school work at present, not equaled elsewhere in the Northwest."

In these schools the visitor sees evidence of solid work in the essentials of a good education. Manual training will probably be introduced as soon as a majority favor it.

In Oregon, the schools which rank next to these in numbers, and importance are those of East Portland.

PENNSYLVANIA.

County institutes will occur as follows:

Lancaster.....	November 14.
New Castle.....	November 14.
Lebanon.....	November 14.
Allentown.....	November 21.
New Bloomfield.....	November 21.

SOUTH CAROLINA.

G. Edwin Stokes, a graduate of the Nashville Normal College, resigned the principalship of the academy at Bishopville to accept a similar position at Seneca City. Seneca is moving for a graded school.

The public school of Union opened well under the charge of Mr. and Mrs. Rolfe, formerly of Pennsylvania.

The Chester graded school opened well, all the old teachers being re-elected. W. Banks Thompson is principal. His assistants are Robt. Morrison, Mrs. Bland, Misses Gott and Atkinson.

Adger College, Walhalla, recently opened. About fifty students are in attendance.

Greenville. State Correspondent.

WM. S. MORRISON.

The graded schools of Columbia, and the Winthrop Training School (for white teachers) began their session late in September. Four buildings are in use, three for white children, and one for colored. In one of the former buildings the exercises of the training school are held.

There is a growing sentiment in South Carolina toward the establishment of a reformatory for young criminals. The question is an outcome of an event in the courts, the passing of the death sentence on a twelve-year-old colored girl. The governor wisely commuted this sentence to imprisonment in the penitentiary for a term. The girl will be thrown among hardened criminals, and perhaps made the worse, but at present it is the only step practicable. The necessity of a reformatory is obvious.

VERMONT.

S. C. Bartlett, Jr., class of '87, son of President Bartlett, of Dartmouth College, teaches English in the college and training school of the American Board at Kioto, Japan. He sailed in September from San Francisco.

WISCONSIN.

Principal L. S. Hurlburt, of Darlington, is professor of mathematics in the University of Dakota, at Vermillion, and Mr. F. G. Young, a graduate from the Oakkosh Normal school, and lately from Johns Hopkins University, is professor of geography in the Madison Normal school in Dakota.

Miss Winifred Jones, of Racine, has been appointed teacher of the primary grade at the Milwaukee Normal school.

The Wisconsin school exhibit at the late Chicago convention is now on exhibition at the Milwaukee exposition.

St. Francis. State Correspondent.

E. A. BELDA.

WEST VIRGINIA.

The Fairmont Normal school has opened with a larger attendance than ever. The faculty are kept busy, and no doubt accommodations will have to be increased during the spring term, as the attendance then will be much larger than now.

The Wheeling schools never opened with fairer prospects than they did Monday, September 5. Supt. Anderson is proud of his schools, as he well may be. The new building in Ritchie district is a model one in every respect.

The teachers' meetings for the year are as follows: General Teachers' Association, first Fridays of September, January, and April; Grade meetings each alternate month; Grammar teachers' meetings and principals' meetings each alternate month. These meetings are proving both interesting and profitable.

The senior examinations are held each month from November to May inclusive. The junior examinations are held during the month of June.

The Grammar department of Ritchie school celebrated the Centennial of our Constitution by an hour or more of interesting talks on the adoption of this great instrument, one hundred years

ago. It proved interesting, and the pupils are following it up by further study.

Wheeling. State Correspondent.

F. H. C.

NEW YORK CITY CORRESPONDENCE.

By E. L. BENEDICT.

PEDAGOGY IN THE UNIVERSITY.

Pedagogy has been made one of the elective studies in the University of the City of New York.

There will be two classes; one meeting on Thursday afternoon at four o'clock, the other on Saturday afternoon. The Thursday afternoon class is open to all who wish to pursue the course. There will be no requirements of any kind for admission, but examinations in the subjects taken up, as the class advances. The Saturday afternoon class is open only to those who have had a college course, or its equivalent. These will receive the degree of Ph. D. when the course is completed, while members of the Thursday afternoon class who satisfactorily complete the studies will receive recognition by some other title, probably B. P. (Bachelor of Pedagogy.)

Jerome Allen, who has received the appointment to this chair of pedagogy, met both classes last week for the first time. This week Thursday, at 4 P.M., his lecture was upon "The Methods of Socrates." Next week it will be, "Plato as a Teacher; His Methods and Principles."

Persons wishing to join either of these classes should communicate with Dr. MacCracken, of the University, or Dr. Allen at this office.

Mrs. Carter's lecture on form and drawing, at the Industrial Education Association, Tuesday, was very practical indeed. She told and showed just what teachers of primary grades can do in clay modeling, and paper folding, with such means as their crowded space and limited time will allow. She cited the testimony of some teachers who feared it would give them more work to do, but who found that it enabled them to get along more easily and rapidly with their regular work. A fuller report of her lecture will be given hereafter. On Tuesday, the 15th, she will take up the work in form and drawing applicable to grammar grades.

BACHELORS AND DOCTORS OF PEDAGOGY.

A still more important step for the teaching profession is now being deliberated at the University. A school of pedagogy, holding the same relation to the University that the medical school and law school now hold, is being planned, and will no doubt be established in the near future.

The students in this school who complete the course will receive from the University some recognition. After four or five years of successful practice in teaching, a still higher degree may be conferred. The plans have not yet matured, but the readers of the JOURNAL will be kept informed upon all matters connected with them as they progress.

THE DELSARTE SYSTEM FOR TEACHERS.

A Saturday afternoon class in the Delsarte system has just been inaugurated at No. 329 Fifth avenue, under the instruction of Miss Caul, of Boston. Half a dozen hard working women, Miss Jennie B. Merrill and Miss Angelina Brooks among the number, met there last Saturday afternoon, tired with the week's work, but at the end of the hour came away declaring they never had been so completely rested in their lives.

The Delsarte system begins with the art of resting. It smooths all the stiffness out of the muscles; yes, and it smooths the wrinkles out of the face,—it does, really. It teaches the conservation of energy,—something that teachers need to know, for there is no other occupation that calls for the expenditure of so much vital energy as teaching. A live teacher is constantly giving out her vital energies to each and every member of the class before her. When night comes she is exhausted,—drained.

How much she needs to know how to husband all her remaining energy until it is really needed.

"Eighty-four per cent. of our energy," says Miss Caul, "goes to waste. We don't need to hold our heads on with so much tension. They won't fall off if we let go of them. And let go of your arms, especially when you walk; they won't drop off if you don't hold on to them so vigorously."

The first lesson was devoted to movements of the head, or rather to "letting the head go;" the second to movements of the head and arms. The next will be on movements of the trunk of the body.

PROCEEDINGS OF THE BOARD.

The board had a long discussion over the nomination of Laurence J. McNamara, M.D., for trustee in the Ninth ward. Com. Sprague had seen a statement in the newspapers and had "understood from other sources," that Dr. McNamara had been nominated because he was a Catholic, to represent the Catholics of that ward. While he would vote for a Roman Catholic just as soon as for any other man upon the ground of fitness for the office, he was not ready to vote for him upon the ground of representation. In spite of this careful statement of his grounds of objection, Com. Sprague was immediately attacked by other members of the board who persisted in understanding him as objecting to vote for a Catholic.

After quite a flow of fiery eloquence the real point at issue was reached and Com. Wood stated that it had always been the custom of the board to recognize the right of a large majority of any class in a district to representation. Dr. McNamara was therefore elected.

When the question of changes in text-books came up Com. Tamsen opposed putting Lippincott's Biographical Dictionary and Gazetteer into the schools on the ground of expense; but only Com. Crary voted with him. The rest of the board decided that these valuable aids should be added to the list of supplies.

J. RUSSELL WEBB, LL.D.

DIED SEPTEMBER 10, 1887.

To stand up in the face of universal custom and proclaim it to be founded upon an error requires not only boldness but genius. Every revolution must have its herald but in the heat of the strife the herald is often forgotten and the importance of his work underestimated if not totally ignored.

Of the great educational revolution which has released the rising generations from the trammels of an unnatural system, the subject of this sketch was not only the herald but an active leader in the fray; yet but comparatively few, who are enjoying the fruits of his labor, know even his name, and still fewer have heard of his self-sacrificing life.

There had long been a growing feeling among thinking men that the educational methods in vogue were faulty, but it remained for J. Russell Webb to suggest a practical reform and to lay the foundations of the new education.

He was born upon a farm near Watertown, N. Y., Aug. 6, 1824, and was surrounded by many privations and discouragements, which yet, were powerless to shake his determination to make of himself something more than a simple farmer.

After studying every spare moment, assisted by a few months' attendance each year upon the district school, he commenced teaching in a small country school, where he soon attracted attention, for he was a born teacher.

When the N. Y. State Normal School opened at Albany, in December, 1844, he received an appointment as a member of the entering class.

Dr. Webb always looked back to the year spent in this school as one of the pleasantest and most profitable in his life. After leaving school he continued in his chosen profession and achieved marked success.

His loved children and in his constant association with them gained a deep insight into their nature. He perceived and determined, if possible, to obviate the difficulty of the old way of teaching to read, and to this end originated the "Word-Method."

In 1846 he published a book entitled "John's First Book," which embodied the fundamental principles of the new departure. The new method of reading survived the most critical tests. The children learned more quickly, and the work was less mechanical.

For some years he taught in country schools, everywhere gaining a recognition as a thorough and conscientious educator.

In 1850 his series of "Normal Readers," consisting of five books, was published. He also issued just previous to this a set of charts called "Webb's Primary Lessons," the first of the kind ever published.

In 1851 he was married and soon after removed to Indianapolis where he became an instructor in a private school. His health had become seriously impaired, so he was obliged to leave his work and seek a more healthful climate. He went to Minneapolis, where he recovered his health and lived the life of a pioneer in this, at that time, frontier village. He was one of the first to pre-empt land in the Ft. Snelling Reservation which was thrown open in 1854. In 1861 he removed to Michigan which remained his home until his death. Here he became associated with its prominent educators and his books received hearty indorsement by its progressive teachers.

In 1867 he published a series of "Analytical Readers" and in 1875 the first numbers of the "Model Readers," completing the series with the "Model Fourth Reader" in 1876 thus celebrating the great centennial year. This series embodied the fruit of much thought and research and provided a valuable contribution to the literature of reading. It was based upon the new system and marked an important era in its development.

But the book, which was his "favorite child" and which won for him his greatest fame, was "Webb's Word-Method," published in Detroit in 1864. Upon its title page he inscribed as mottoes the principles which guided him in all his educational work and which have been immortalized by his success. "Nature is our teacher, Art is our servant;" "Doing teaches how to do;" "Love sweetens all our labor;" "As nature teaches objects, so we teach words;" "Every boy is a little man." The success of this book was phenomenal and its general adoption proved its popularity.

In his later years he long contemplated a revision of the "Word-Method" which he finally accomplished with much care and pains-taking, producing a book which is generally recognized as the peer of anything of the kind extant. After finishing the book, his masterpiece, his pen was laid aside never to be resumed. His work was done and well done. In all its parts it was complete and will remain as a lasting monument to his careful thought and deep insight into human nature.

In his later years a painful disease fastened itself upon him which frequently rendered him incapable of intellectual labor and finally took his life.

He was a man of high aims and of kindly disposition, and though hardly recognizing that society had valid claims upon him, he yet had a large circle of friends who will remember him for his unobtrusive kindness. His genius had discovered the one true way and others could but follow in his footsteps.

Zelous and untiring in perfect harmony with the child-nature, may not future generations recognize in him, as he hoped, the American Pestalozzi?

BOOK DEPARTMENT.

NEW BOOKS.

Appleton's Science Text-Books. THE ELEMENTS OF POLITICAL ECONOMY. With Some Applications to Questions of the Day. By J. Laurence Laughlin, Ph.D. New York: D. Appleton and Co. 363 pp.

The training of mind sufficient for an intelligent decision upon economic problems, so far, has been very slight, and yet we must suppose that the average American youth may be so trained that he can comprehend them if properly presented. This book, by Dr. Laughlin, addresses itself to the task of giving in a plain and simple form the elementary principles of political economy. The main topics are treated, the fundamental principles emphasized, and an effort made to present the different branches of the subject in their just proportion. The body of the book is divided into two parts: I. Principles of political economy II. Descriptive political economy. Under Part I, are three, "Books," which are again divided into chapters. Book I treats of production, Book II, of exchange, and Book III of distribution. There are twenty-two important chapters under part first. Part II, in its ten chapters, treats of Socialism, Taxation, The National Debt, Free Trade, and Protection; Bi-metalism, United States Notes, Banking, The National Banking System, The Labor Problem, and Co-operation. If the reader assumes that political economy is inhuman, and pitiless, he will find no sympathy in this book, for the author is of the decided opinion, that the fundamental principles of economics are, when fully analyzed, but expressions of Christian truth, and from that standpoint he has treated the "labor question," not as one to be settled by legislation, but as one to be met by all the forces of Christian character. Questions and problems will be found at the end of Part I, which are intended to stimulate the pupil to think out for himself, applications of principles. Scattered through the book are nine charts, some quite simple, and others elaborate in their design. Chart VII is especially attractive, representing the revenue of the United States, from different sources, since 1850. A list of books follows the table of contents, which gives a teacher's library, selected from English, French, and German authors. A full index is also found.

EDWARD III AND HIS WARS. 1327-1360. Arranged and edited by W. J. Ashley, M.A. New York and London: G. P. Putnam's Sons. The Knickerbocker Press. 196 pp.

This volume is one of the "English History by Contemporary Writers" series, and aims at setting forth leading facts, political and social, in a way that has not heretofore been tried in England. To each well-defined period of that country's history, a little volume is given, made up of extracts from the chronicles, state papers, memoirs and letters of the times; the whole is chronologically arranged. In this volume are found extracts from the chronicles of Froissart, Jehan le Bel, Knighton, Adam of Murimuth, Robert of Avesbury, the chronicle of Lanercost, the State Papers, and other contemporary records. Battles and campaigns take up a large part of the book, telling the story of the great struggle with the kings of France. Other interesting matter will also be found, such as narratives of Crecy, and Poitiers, of Halidon Hill, and Neville's Cross, some accounts of the Black Death and its consequences, also some glimpses of the history of industry and the life of the universities. In the appendix a description of the authors found in the book is given with a variety of genealogical tables. The binding is unique in black and gray with red lettering.

MATHEMATICAL NOTE BOOK. No. 1. Arithmetic. By J. H. Brensinger. New York: A. Lovell & Co. 25 pp. 10 cents.

This note book, of twenty-five pages, is designed for school or private use. At the head of each page are found test examples upon the following subjects: Evolution, Square Root, Cube Root, Commission, Stocks, Simple and Compound Proportion, Mensuration, and Metric System. Below the test examples, on each page, is ample room for the solution of the problems; and, being bound together, they will prove of value for reference, and become a key to the subjects presented.

ANIMAL LIFE IN THE SEA AND ON THE LAND. A Zoology for Young People. By Sarah Cooper. Illustrated. New York: Harper & Brothers, Franklin Square. 413 pp.

There is scarcely a study in all the curriculum more full of interest to young and old than zoology, and this volume by Sarah Cooper is exceptionally good. It is offered by the author more especially to young people, as a help in the study of natural history. The aim has been to make the book accurate, and to bring it up to the present condition of science: at the same time scientific terms have been avoided where others could be substituted for them. It is also the design and desire of the author that the study should be carried on by means of the objects described, as knowledge gained by personal observation is more lasting and practical. In the arrangement of material, Miss Cooper has commenced with the sponge, and passed on, systematically, through the animal kingdom; consequently a gradual development has been traced from the simple forms of life to the highest, and in selecting her subjects, only those have been used which are considered to be of most general interest. Special attention, however, has been given to the structure of animals, and the wonderful adaptation of the structure to their various modes of life. The third chapter of the book will be considered by many as the first in interest. It treats in full of jelly-fishes and their wonderful mechanism. These are found in abundance in our ocean waters, and can be obtained with the greatest ease. Sea-anemones, corals, sea-urchins, and all the beautiful dwellers of the sea, are discussed in a most pleasant, practical, and yet simple manner. The illustrations are all that could be desired, numerous and beautiful. A great many of them are entirely new designs. The book, taken as a whole, is one of the most valuable and attractive of its kind.

THE MISREUSE OF HENRY III. Extracts from the writings of Matthew Paris, Robert Grosseteste, Adam of Marsh, etc. Selected and arranged by the Rev. W. H. Hutton, M.A. New York and London: G. P. Putnam's Sons. The Knickerbocker Press. 156 pp.

The period covered by the author in his preparation of this volume of the "English History" Series, is from 1235-1268, and is concerned with the time when the general discontent found a voice. The extracts have been chosen with the view of throwing light on the causes which made

the people glad to welcome Earl Simon as a leader and deliverer. There is also found in this volume as in others of the same series a chronological summary and appendix. There are some peculiarly quaint illustrations in this number, which begins with the marriage of Henry III, and closes with the Ban of Kenilworth. The binding is similar to that of "Edward III and his Wars."

CHILD'S OWN SPEAKER. By E. C. & L. J. Rook. Publication Department, The National School of Elocution and Oratory. Philadelphia: 92 pp. Paper, 15 cents. Boards, 25 cents.

This speaker is intended for little five-year-olds, and consists of recitations, motion exercises, concert pieces, dialogues, and tableaux. As a matter of course, for such very young speakers, the selections should be of the simplest kind, at the same time interesting and attractive. All the requirements seem to be met in this volume, and those interested in arranging for entertainments, either in school or at home, will find it an invaluable help.

CHOICE DIALECT. And other Characterizations for READING AND RECITATION. Compiled by Charles C. Shoemaker. Publication Department, The National School of Elocution and Oratory. Philadelphia: 200 pp. Paper, 30 cents. Boards, 50 cents.

The transition from grave to gay, from the humorous to the pathetic, and from the simply descriptive to the highly dramatic, is found to perfection in this speaker. It is designed for reading and recitation, and contains a rare collection of choice dialect of every variety, covering a broad range of sentiment, and suited to almost every occasion.

LONGFELLOW'S DAYS! THE LONGFELLOW PROSE BIRTHDAY BOOK. Edited by Laura Winthrop Johnson. Illustrated. Boston: Ticknor & Co. 421 pp. \$1.00.

In the most delicate of blue and gold, with orange-edged leaves, this dainty Longfellow Birthday book comes to us. It consists of extracts from the journals and letters of Mr. Longfellow, and as we read the days as they come, we find ourselves transported to Italy, Switzerland, the sea coast, the quiet home, the Alhambra, or wherever the prose-poet sees fit to lead. There are thirteen full-page illustrations, most of them representing the different residences in which the poet has been interested. The first page bears a very correct portrait of the poet. Each right-hand page of the book is blank, divided in two, with a date at top of the division, and may be used as a diary, or for any similar purpose. The entire book is a gem, both useful and valuable.

HOMER'S ILIAD Books I-III. Edited on the Basis of the Amelias Hentze Edition. By Thomas D. Seymour. Boston: Published by Ginn & Co. 285 pp. \$1.35.

Many additions to the German edition have been made by the American editor, to adapt the work to the use of American classes. The Homeric poems have been treated historically, and have been interpreted from themselves, while illustrations have been drawn from the Old Testament, Virgil, and Milton. The editor has called attention to the most important Homeric peculiarities, but has not intended to repeat notes on the same topic, and indulged in reiteration only with regard to certain points which are often neglected or misunderstood. The book is intended for the use of classes, and it has been the editor's aim, not to usurp the teacher's functions, but to aid him in doing good, scholarly work. An appendix gives some critical matter that is not in place in an exegetical commentary. An index is provided in Greek and English.

LES MISERABLES. By Victor Hugo. Translated from the French by Isabel F. Hapgood. Complete in one volume. New York: Thomas Y. Crowell & Co., No. 13 Astor Place. 1374 pp. \$1.50.

This popular edition of Les Miserables, complete in one large volume, and translated by Miss Hapgood, is one of the very best translations ever made of the celebrated book. It is flexible and sympathetic, and can hardly fail to be accepted by critics as the permanent standard. "Fantine" consists of eight chapters; "Cosette," eight; "Marius," eight; "St. Denis," fifteen chapters; and "Jean Valjean," nine chapters. Preceding each division is found a full-page illustration. A book so fraught with interest as Les Miserables, and having so permanent a position in the world's literature as it has had for so many years, needs no commendation to make it more attractive or popular. It must be read, however, to be thoroughly appreciated; it cannot be described.

ELEMENTS OF ORTHOEPEY. By C. W. Lavisson, M.D. Published by the Author at Ringoes, N. J. 268 pp. 60 cents.

In compiling this work, the author has kept the wants of his own pupils constantly in view, and as he could not, after many years of search, find a suitable text-book upon the subject, he was constrained to make one; hence, we may conclude that every lesson the book contains will be a practical one. It consists of the most essential principles and facts, compiled for use as a text-book in the Academy of Science and Art, at Ringoes, N. J., in which Dr. Lavisson is principal. The work, though brief, covers the entire field of Orthoepey. Phonics are first dealt with,—the elementary sounds of the language; then comes articulation,—the joining of the syllables into euphonic words; and last, accent. Under each of these headings, after the principles have been discussed, examples are given, so as to afford ample practice for the learner. Besides this, to afford scope in drilling upon difficult combinations of words, phrases, and sentences that are difficult of utterance, follow the text. In this collection of phrases nearly all the orthoepeical difficulties of our language are met, and ways pointed out by which they may be overcome. To facilitate the study, the book opens with an introduction discussing utterance and the hygiene of the vocal apparatus, calisthenic maneuvers, and phonic laughter. This part of the book the author considers especially valuable.

VOICE CULTURE AND ELOCUTION. By Wm. T. Ross, A.M. Revised Edition. New York: The Baker & Taylor Co. 336 pp. \$1.25.

"Voice Culture and Elocution" is a text-book, and combines the following excellent features: clear, concise statements and explanations of principles,—explicit and full directions for exercise under the rules given; and a liberal supply of carefully selected sentences and paragraphs for study and practice. While this volume is particularly adapted to the work in schools of elocution, and is arranged as a text-book for higher schools, its explicit dis-

THE CENTURY.

ITS BRILLIANT PROGRAMME FOR 1888.
SIBERIAN PAPERS—"LINCOLN IN THE WAR"—CIRCULATION 250,000—THE NOVEMBER NUMBER.

A prominent newspaper has lately said of THE CENTURY that "it is doing more than any other private agency of to-day to teach the American people the true meaning of the words Nation and Democracy. It is a great magazine, and it is doing a great work." Its average edition is now nearly 250,000, many issues needing fully that number to supply the demand.

The November Number,

is the first issue of the new volume. One of the great features of THE CENTURY for the past year (and one which has added thousands of readers) has been "Abraham Lincoln: A History," by his private secretaries, Messrs. Nicolay and Hay, a work upon which they have been engaged nearly twenty years. The events of Mr. Lincoln's early life having been narrated,—his political conflicts, etc., the writers now enter upon a more important and personal part of their narrative and begin

"Lincoln in the War."

The November CENTURY contains "The President-elect at Springfield," with new material of rare interest, including unpublished letters from and to General Scott, W. H. Seward, Horace Greeley, and Thurlow Weed.

After the "War Series" and the Lincoln History, the most important enterprise ever undertaken by THE CENTURY is the forthcoming series of illustrated papers on

Siberia, and the Exile System,

by George Kennan, author of *Tent Life in Siberia*, who has just returned from an arduous journey of 15,000 miles through Russia and Siberia, during which, by means of especially favorable letters from Russian officials and a knowledge of the language, he was enabled to visit every important prison in Siberia and to make the acquaintance of more than 800 exiled Liberals and "Nihilists." Graphic features of exile life—"hunger strikes," the traffic in names, the "knock alphabet," etc., etc., will be described, and the illustrations, by Mr. George A. Frost, who accompanied Mr. Kennan throughout his journey, will add interest to this remarkable series. It will begin with four preliminary papers on the Russian revolutionary movement, the first one of which, "The Last Appeal of the Russian Liberals" is in November. Striking facts are here told for the first time.



SIBERIA.

Important Supplementary War Papers.

November contains the last of the "battle" papers by distinguished generals,— "Grant's Last Campaign," and the surrender at Appomattox, by General Horace Porter, a vivid and touching description of this historic event.

These War Papers have probably brought to THE CENTURY more readers than were ever attracted by one feature in the history of magazines. It was for this series that General Grant was first induced to write his reminiscences. A number of supplementary papers, of a general and untechnical character, are to follow the "battle series," to include a paper by Gen. Sherman on "The Grand Strategy of the War," with narratives of personal adventure,—tunneling from Libby Prison,—the torpedo service, the telegraph, etc., etc. The Lincoln History will contain much that is entirely new regarding the conduct of the Civil War.

Fiction by Eggleston and Cable.

Two important stories begin in this November number,— "The Graysons," a story of Illinois, a novel by Edward Eggleston, author of "The Hoosier Schoolmaster," etc.; and "Au Large," a three-part story of Acadian life, by George W. Cable, author of "Old Creole Days," etc. Both are illustrated. In December will begin

A Three-Part Story by Frank R. Stockton,

entitled "The Dusanter," by the author of "Rudder Grange," "The Hundredth Man," etc., etc. There will be a great variety of short stories by the best authors, throughout the year, many of them illustrated. "A Little Dinner," by W. H. Bishop, is in November.

The Illustrated Features

of the November CENTURY include "The Home and Haunts of Washington," with an interesting frontispiece portrait of Washington, never before engraved; "Augustus St. Gaudens,"—a paper descriptive of this distinguished sculptor's work, beautifully illustrated with engravings, including a full-page picture of St. Gaudens' new statue of Lincoln for Chicago; "Sugar-Making in Louisiana," with 17 striking pictures by Kemble, "College Composites," etc., etc.

Miscellaneous Features

of the year just beginning will include occasional articles bearing upon the subjects treated in the current INTERNATIONAL SUNDAY SCHOOL LESSONS, illustrated with reproductions of Mr. Edward L. Wilson's interesting photographs; a series of papers on IRELAND, its Ethnology, Customs, Town Life, Literature, and Arts, by Charles DeKay, illustrated by J. W. Alexander; papers by Theodore Roosevelt, author of "Hunting Trips of a Ranchman," portraying the wild industries and sports of the Far West, illustrated by Frederick Remington; further important papers dealing with the COLONIAL PERIOD, by Dr. Eggleston; Mrs. van Rensselaer's papers on ENGLISH CATHEDRALS with Mr. Pennell's remarkable illustrations; Dr. Buckley's timely series on DREAMS, PRESENTIMENTS, SPIRITUALISM, etc., together with essays on Religious, Educational, Artistic, and other subjects of the day. THE CENTURY for the coming year will devote more space than usual to MUSICAL SUBJECTS.

The Editorial Departments of THE CENTURY, treating political, social, and household matters, giving literary and art criticism, and detailing the progress of thought and invention, have been a great element in its success. Here topics are discussed of vital interest in connection with the life of the nation.

THE CENTURY costs \$4.00 a year, 35 cents a number.—twelve monthly numbers of 160 pages (and 150,000 words) from fifty to one hundred pictures. BEGIN WITH NOVEMBER. All bookellers, newsdealers, and postmasters take subscriptions. Send for our illustrated catalogue, containing full prospectus, etc., with special offer of back numbers of the Lincoln history at a low price. The Century Co., 33 East 17th Street, New York.

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rections make it equally valuable as a guide to self-culture. Among its important features will be found, plates illustrating the organs of speech—exercises and cuts illustrative of voice-culture;—authority references that will enable the student to learn the context of the passages quoted;—a list of the emotions and passions of the mind, with an appropriate sentence exemplifying each;—a carefully edited list of selections, among which are some new and rare poems, and a complete index to the longer quotations used. The author has aimed to embody in this work, that course of instruction which has been the result of more than twenty-five years of labor in the profession, and has succeeded in an eminent degree. The book is finely bound in red, with beveled covers, and gilt lettering. The paper and type are also good.

THE HUNDRETH MAN. By Frank R. Stockton. New York: The Century Co.

Horace Stratford is more than a "hundredth man," he is one among a thousand and the spirit of the other nine hundred and ninety-nine rises in unanimous, grieving protest against this immaculate creature ever having been admitted to their comfortably common-place society.

But he has come; he is here and we must make the best of him. Stockton—the wizard novelist—has waved his pen-wand, and forthwith appears "an honorable man," from whence cannot be divined; springing from no authorized tradition or precedent; existing simply because our magician has so ordained.

It is quite conceivable to ordinary minds that the hero should set himself the task of alienating Gay Armatt's affections from her unworthy lover; and the fine resolution also to step aside when this work is accomplished, and give place to another author—these enlist the hearty sympathies of merely mortal men; for, have we not all been guilty at times of the sincerest and noblest resolves?

But that he actually perseveres and keeps this mighty compact—that his intellect should be allowed to stand domineering in the open court of love and insist, unanswered, on that pound of flesh from off his very heart—human nature cannot forgive it!

No author but this literary prince of conjurers, would ever have dared essay such a consummation, or could have summoned the dexterity to carry it smoothly and plausibly through. Who else could have so cleverly medicated and deftly thrown to the growling average reader that little cake in the very closing paragraph of the story?

Indeed, Mr. Stockton, though it is truly disappointing that your masterly sleight-of-pen did not discover the hundredth man beneath a different hat, one ought to know better than to expect from you anything he is looking for; and the illusion, while it lasts, is altogether delightful.

Of the various other possible "hundredth men," there isn't room to speak. The curious situation at "Vatoldi's" is infinitely Stocktonian; so are many of the characters. The drollery; the delicate sympathy with a woman's nature; the quick, bright flashes, illuminating the work-a-day world with playful wisdom—in opening one of Stockton's books a reader "bargains" for all of these, and he can never be cheated.

THE GIRL'S BOOK OF FAMOUS QUEENS. By Lydia Hoyt Farmer. New York: Thomas Y. Crowell & Co., No. 13 Astor Place. 495 pp.

The names chosen by Miss Farmer to represent the famous queens do not include all the renowned female sovereigns, but she has shown a wise selection in those chosen. Commencing with Semiramis, queen of Assyria, she passes on, selecting sixteen, and ending, of course, with Queen Victoria.

Many of these queens have made for themselves such celebrity, both in ancient and modern times, that the reader is never tired of them. Dido, Cleopatra, and Zenobia were all most illustrious in their history, and what is recorded of their wonderful doings, by Miss Farmer, is well worth reading.

Among the famous names we find Queen Elizabeth, Mary Queen of Scots, Catherine De Medici, Maria Theresa, Marie Antoinette, the Empress Josephine, the Empress Eugenie, and Queen Victoria. There is much that is instructive and valuable in this book, as matters of history, and the numerous illustrations, including a portrait of each queen, renders it still more attractive. It is well bound, and would be a very suitable present.

HOLMES' FIRST READER. New edition. 72 pp. 15 cents.

HOLMES' SECOND READER. New edition. 144 pp. 25 cents.

HOLMES' THIRD READER. New edition. 208 pp. 40 cents. By George F. Holmes, LL.D., and L. W. Anderson. New York: University Publishing Company.

No person interested in school readers can fail of being delighted with this new series. Their attractive appearance, beautifully executed engravings, fine paper, and clear, large type, go to make up the characteristics of a perfect book. The stories, reading lessons, poetry, and script, maintain the same excellence, and are as perfect in their preparation. In the first reader, the word-method forms the basis of the lessons, which, however, may be used equally well with the sentence-method or the phonic-method. The subjects of the lessons will be found to be simple, conversational, and natural, while the variety of their topics serves to hold the pupils' interest. The new words are placed at the head of the lessons in which they occur; the first lessons consist chiefly of words of one syllable, and are those most in use in the every-day life of children. At intervals through the book reviews are found, and a script exercise is seen on almost every page.

The second reader carries on the work, progressively, of the first reader; the lessons preserve the same easy gradation; the stories in prose and verse are such that the pupil cannot tire of them, and at the same time, they teach lessons of truth, honesty, kindness, and honor. In this book diacritical marks are introduced, while questions and language exercises occur at the close of the lessons, which are designed to cultivate the constructive powers of the pupil. The illustrations are beautiful, some of them representing natural history and botany.

In the third reader most of the prose lessons have been prepared expressly for it by writers of note, who are well acquainted with the wants and capabilities of children. Narrative and conversational forms have been, in this reader, preferred to descriptive, as being better suited to the needs of pupils using this grade of book. A series of introductory lessons also furnishes the vowel chart, consonant chart, exercises in articulation, emphasis, inflection, phrasing, and punctuation. The binding of the series is uniform, in olive green, with black and white trimmings, and red back.

REPORTS.

ANNUAL REPORT OF THE BOARD OF EDUCATION, OF EUREKA KANSAS, 1887. L. C. Wooster, Superintendent.

One noticeable thing connected with the administration of affairs in Eureka, is that nearly one-half of all the money raised by taxation in the city is expended in school work. As a consequence, much has been accomplished lately in the way of providing necessary school room for the fast-growing school population, as well as in organizing and advancing school work. Eureka can now boast of as good school buildings as any city of her size in the state, and the schools, under the control of an able superintendent and corps of teachers, have attained a degree of excellence of which the citizens of this thriving place may well feel proud. The total enrollment of pupils was 600, and the average daily attendance 478; number of teachers, 12; average attendance per teacher, 40.

ANNUAL REPORT OF THE NEW HAVEN PUBLIC SCHOOLS, 1887. Samuel T. Dutton, Superintendent.

In his report the superintendent says that the evidences of progress have been greater during the past year than in any recent one, and that the present condition of the schools is such as to afford just grounds for congratulation. Among the indications of prosperity are the addition to the teaching force of the city of a number of trained and skillful teachers, and a more general agreement in favor of progressive methods of teaching; the extension and application of the industrial idea in various lines of teaching, as arithmetic, geography, and primary occupations, as well as in the more special lines of drawing, sewing, and carpentry; a full recognition on the part of the board of education and the public generally in favor of more adequate high school accommodations.

The truant law was enforced during the year, and the number of children returned to school from the street and from their homes, including those not attending any school, was 682. Persistent truants were admonished by the courts, and the cautionary advice thus given was effective in every case. Due credit is given to the principals for the high state of efficiency to which the schools have attained.

The salaries range from \$350 to \$2,700, showing a liberality that speaks well for the future of the schools. Weekly meetings of teachers have been held, which have resulted in much profit to all who have attended.

SCHOOL LAWS OF MINNESOTA. Prepared by D. L. Kiehle, Superintendent of Public Instruction, with the advice and approval of the Attorney General.

This edition of the school laws has been compiled as required by the legislature of 1887, and includes all general laws and amendments bearing upon education that are now in force, the revised statutes of 1878 being taken as a basis. The substance of the decisions of the supreme court is given in foot-notes; also the opinions of the attorney general that bear on the school laws, together with such directions and explanations by the department of public instruction as may be helpful to school officers in the administration of the law.

TECHNICAL EDUCATION. Extracts from addresses by Hon. John Fehrenbach, Prof. Thomas Norton, Prof. Thomas H. French, Jr., and Dr. John B. Peaslee, in Cincinnati, Ohio, June 22, 1887, at the closing exercises of the Technical School, George R. Carothers, Superintendent.

The reader will find in these addresses some valuable information regarding the workings of the Technical School in that progressive city. The best educators felt that such a school was needed, as it was evident that the course of study in the public and high school system were not meeting the actual wants of a large class of children. This school, in some measure, supplies this need, and the citizens are enthusiastic in making its system more and more complete.

LITERARY NOTES.

The history, uses, and fashions of the wedding-ring is pleasantly described in the November number of *The Popular Science Monthly*, in an article on that subject by D. R. McAnally.

A new art magazine the *Curio* is published by R. W. Wright, at No. 6 Astor Place, N. Y.

Among the best stories recently issued are: "Dead Man's Rock," and "A Queer Race," by William Westall, published by Cassell & Co. This latter, "A Queer Race," is one of the most striking and original novels that has been offered the public in many a long day.

D. C. Heath & Co., announce the publication of "Nature Reader: Sea-side and Way-side, No. 1," by Julia McNair Wright. This is the first of a series of primary readers, intended to awaken in young children a taste for scientific study.

Dr. McCosh's latest work, "Psychology," which has recently been completed and issued by Charles Scribner's Sons, has been introduced as a text-book in colleges of Japan, and Ceylon, and the State University of Calcutta, where a knowledge of it is required in order to receive the degree of B. A. It is expected that it will soon be introduced in other colleges of India.

Johann Martin Schleyer, the inventor of "Volapuk," is a retired Catholic priest. In 1879, he first published a grammar of "Volapuk." This has been followed by many other "Volapuk," publications for Germans and other nations. Schleyer is said to be more or less familiar with 60 languages, and to be a poet as well as a musician.

A new monthly magazine, entitled *Woman*, will be published by Goodenough & Woglom, 122 Nassau Street.

The Universal Information Exchange, 27 Clinton Place, has for its special object the supply of expert information, and is winning good opinions on all sides. Its plans were elaborated over five years ago, and it has been in active operation for over a year, having been started in our building, from which it removed for want of room. Its latest venture is the publication of "Blakelee's Industrial Cyclopaedia," by one of its experts, which is adapted to all who take an interest in industrial subjects. We have known its founder for many years, and wish the company much success.

Miss Allegra Eggleston, a daughter of Dr. Eggleston, will illustrate her father's novel, "The Graysons," in *The Century*.

"The Boyhood of Living Writers," by William H. Rideing, published by T. Y. Crowell & Co., though mainly designed for young readers, will have an unusual attraction for all interested in literary biography.

"Educational Topics of the Day, or Chips from a Teacher's Workshop," by L. R. Klemm, Ph.D., formerly supervisor German department, public schools, Cleveland; principal of a Normal department, Cincinnati, and superintendent of public schools, Hamilton, Ohio, is among the latest books on the list of Lee & Shepard, Boston.

"Paul Clifford" has appeared in the pocket edition, which the Routledges are publishing of Bulwer's Works.

BOOKS RECEIVED.

A German Grammar for Schools and Colleges, based on the Public School German Grammar of A. L. Meissner, M.A., Ph.D., By Edward S. Joynes, M.A. Boston: D. C. Heath & Co.

Elocutionary Studies and New Recitations. By Mrs. Anna Randall-Deihl. New York: Edgar S. Werner. Flexible Cover. 60 cents.

Fairy Legends of The French Provinces. Translated by Mrs. M. Carey. New York and Boston: T. Y. Crowell & Co.

Endymion and Other Poems. By John Keats. New York: Cassell & Co. 10 cents.

Plutarch's Lives of Timoleon, Paulus Aemilius, Lysander, and Sylla. Translated by J. W. Langhorne. New York: Cassell & Co. 10 cents.

Third Natural History Reader. By Rev. J. G. Wood, M. A. Illustrated. Boston School Supply Company.

Best Things From Best Authors. Vol. 5. Comprising numbers Thirteen, Fourteen, and Fifteen of the Elocutionist's Annual, Designed for Public and Social Entertainment, and for use in Schools and Colleges. Philadelphia: National School of Elocution and Oratory. \$1.50.

The Elocutionist's Annual, No. 15. Philadelphia: National School of Elocution and Oratory. Cloth 50 cents; paper 30 cents.

Child's Own Speaker. Designed for Five-Year-Olds. By E. C. and L. J. Rook. Philadelphia: National School of Elocution and Oratory. Paper, 55 cents; boards 25 cents.

Holiday Entertainments, containing short Dramas, Dialogues, Fables, Stories, Recitations, &c., for Holiday Occasions. Philadelphia: National School of Elocution and Oratory. Paper, 30 cents; boards, 50 cents.

Choice Dialect. For reading and recitation. Philadelphia: National School of Elocution and Oratory. Boards, 50 cents; paper, 30 cents.

Les Miserables. By Victor Hugo. Translated from the French by Isabel F. Hapgood. Complete in one volume. Boston: T. Y. Crowell & Co. \$1.50.

The Book of Folk Stories. Re-written by Horace E. Scudder. Boston: Houghton, Mifflin & Co. 60 cents.

Acts and Anecdotes of Authors. By Charles M. Barrows. Boston: New England Publishing Co. \$1.50.

The Hundredth Man. By Frank R. Stockton. New York: The Century Co.

Voice Culture and Elocution. By Wm. T. Ross, A. M. New York: The Baker & Taylor Co. \$1.25.

Jack Hall, or The School Days of an American Boy. By Robert C. Torrey. Illustrated by F. G. Attwood. Boston: Jordan, Marsh & Co.

The Brownies: Their Book. By Palmer Cox. New York: The Century Co.

Bible Talks About Bible Pictures. By Jenny B. Merrill and F. McCready Harris. New York: Cassell & Co.

Songs of Worship for the Sunday School. Edited by Prof. Waldo S. Pratt. New York: The Century Co. Specimen Price 35 cents.

The Heart of Merrie England. By the Rev. James S. Stone, D. D. Philadelphia: Porter & Coates. \$1.75.

Little Duffy-down-dilly and Other Stories. By Nathaniel Hawthorne. Boston: Houghton, Mifflin & Co. Riverside series. 15 cents.

Warren Hastings. By Lord Macaulay. New York: Cassell & Co. 10 cents.

CATALOGUES AND PAMPHLETS RECEIVED.

Report of the Commissioner of Education, to the Secretary of the Interior, 1887. Hon. N. H. R. Dawson, Commissioner.

Address delivered at the commencement of the Normal College of the city of New York, June 30, 1887, by J. Edward Simmons, LL. D., President of the Board of Education.

Ninth Annual Catalogue of the officers and students of Southwest Baptist College, Bolivar, Missouri, 1886-'87. Julius M. Leavitt, A. M., Ph.D., President.

Amendments to the school laws of Michigan, 1886. Hon. Joseph Estabrook, Superintendent.

Third Annual Catalogue of the Baltimore Manual Training School, 1887-'8. John D. Ford, U. S. N., Principal.

Fourth Annual Report of the American Society, for the restriction of Vivisection, 1887. Wm. R. D. Blackwood, M.D., President.

MAGAZINES.

A sketch of Augustine Birrell, whose two volumes of essays entitled "Obiter Dicta," have aroused so much interest and curiosity in the literary world, appears in the November *Book Buyer*. The book table of the holiday number of the periodical will be in charge of Lawrence Hutton, and Mrs. Burton N. Harrison will write about the children's books.—A series of articles of especial interest at this time on the subject of different nationalities in the United States, is to appear in the current volume of *The Chautauquan*. Miss Frances E. Willard in the November issue gives a sketch of Pundita Ramabai, a young Hindu woman who has been doing a noble work for the elevation of her race. William H. Rideing's series of sketches of "The Homes of Some New England Authors," is finished in this number.—President Barnard sharply criticizes the Knights of Labor, in the November *Forum*, charging them with "blockading industry" and "attempting to coerce society." Ex-Gov. John D. Long of Massachusetts, has an article on the "Use and Abuse of the Veto Power," with special reference to President Cleveland's vetoes. The series of articles on "The Object of Life" closes in this number. Senator Colquhoun of Georgia, defends the Democrats of the South against the charge that they repress the negro vote by intimidation and fraud.—The frontispiece of the *Magazine of Art* for November is an etching from the painting by Emile Wauters, "The Madness of Hugo Van der Goes," which tells the story of Van Eyck's unfortunate pupil who went mad for love's sake. Then there is an interesting paper on "Heine as an Art Critic." The reader of antiquarian tastes will enjoy the article on "New Coins for Old," while the reader of more contemporaneous tastes will find the article on "The Americans at the Salon," more interesting. The latter is illustrated with capital reproductions of the most famous of the pictures exhibited by American painters.—The picture that opens the *Quarter* for November represents a little tot of five or six years of age pouring her childish sympathy into her grandfather's ear. The article that follows this is "Providence and the Little Ones," giving wonderful stories of children who have been pulled back from the brink of eternity to become useful men. The Hon. Katherine Scott contributes a story, "Maudie's Text," the story of "Granny's Comforter," is given in rhyme, and there is a "Harvest Thanksgiving" Cantata appropriately illustrated.

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If you are a teacher, then a book for teachers is precisely what you want. All the more if this book is written by one who is himself a teacher of wide practical experience, as in the case of the book recently published by Messrs. Ginn & Co., on *Courses of Studies and Methods of Teaching*, by John T. Prince, agent of the Massachusetts State Board of Education. This gives the art rather than the theory of teaching, and is of incalculable value to teachers, either trained or untrained. It embraces courses of study, both for graded and ungraded schools, and methods of teaching all the subjects belonging to the common school curriculum. The same house publishes Wentworth's series of *Exercises in Arithmetic, Algebra and Geometry*, which are of such good use in supplementary work.

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That marvel among magazines, *The Century* presents a program for the coming year, which will quicken the blood in every lover of the best reading. The most notable features are "Lincoln in the War," as he will be shown by his private secretaries, Messrs. Nicolay and Hay in that part of their great biography now appearing. The famous "Battle Papers" are to be supplemented by a number of others more personal and of general interest, including one by Gen. Sherman. A feature of great importance is "Siberia and the Exile System," by Geo. Kennan, who is exceptionally well equipped for the authorship. It is a grand subject, and will be developed as *The Century* Co. know how. Serial stories will appear from the pens of Edward Eggleston, Geo. W. Cable and Frank R. Stockton. The November number gives a portrait of these and many other of the most remarkable points of this remarkable publication.

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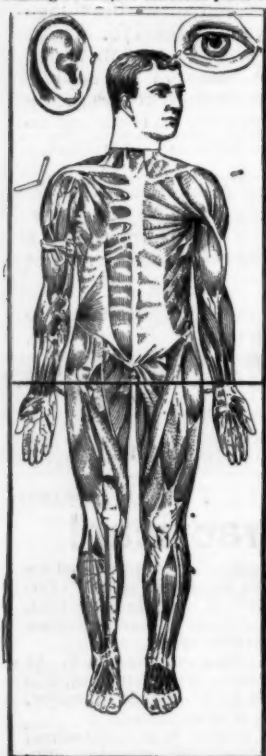
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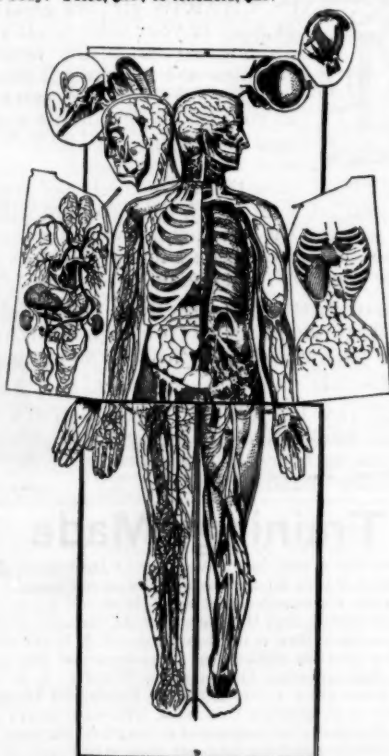
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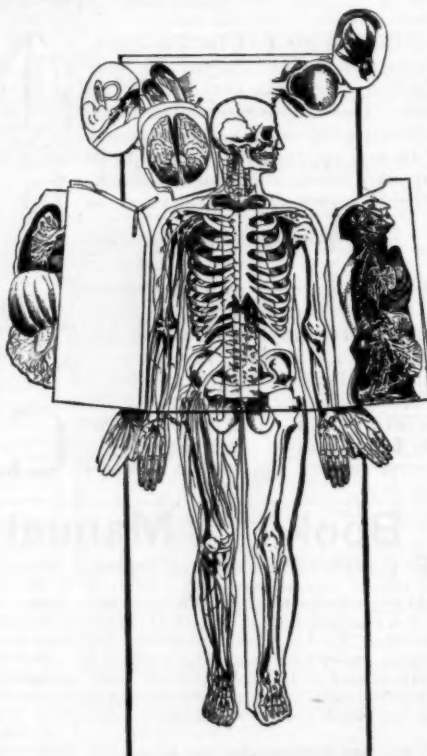
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defense into consideration and give them
full weight." At the words "must give
them full weight" the jurymen swooned
away. He was a coal dealer.

She: "Did you visit Pompeii while
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"You never have much to say to the la-
dies, Mr. Smilax. How is that?" "Well,
I never have time,—they have so much
to say to me."

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Mrs. O'Harrity: "Now put in another
quart." Grocer (putting in second quart):
"Why didn't you ask for a half-gallon at
first and have done with it?" Mrs. O'Harrity:
"Och, bless yez sowl! One quart is
for meself and t'other is fer Mrs. Casey."

Wife (looking over bill): "Do you re-
member, my dear, how many brook trout
you caught on your fishing trip last Satur-
day?" Husband: "There were just twelve
of 'em; all beauties! Why?" Wife: "The
dealer has made a mistake. He only
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EDY FOR DIARRHOEA. 25 CTS A BOTTLE.

"Ma," said the baby at the supper
table, "I know why this cake is called
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mother, without much interest. "Yes;
it's because it's made by an angel. That's
what pa told the cook."

I have not used all of one bottle yet. I suffered
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with the Boston Budget, formerly with Bos-
ton Journal.

Mrs. Wells (about to hire a new ser-
vant): "Now, in regard to going out
visiting, I"—Servant (interrupting):
"Och, go out whiniver yez likes; you'll
not find Bridget Murphy harrud, mum, or
dictatorial loike."

One of the teachers in the school at
Hampton, Va., recently asked one of the In-
dian pupils what the stood for. "Elbows,
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If there is any one who should be
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